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ABSTRACT

This document contains the materials for an electronics course that was developed by an ad hoc committee of women employed in electronics and employers and educators in the electronics field and that is targeted toward single parents, displaced homemakers, single pregnant women, and other women interested in pursuing nontraditional careers. The course materials, which are designed to prepare students to enter and be successful in one of Waukesha County (Wisconsin) Technical College's five electronics programs (electronics technology, telecommunications, electrical, electronic drafting and design, and electronics servicing and office equipment repair), include learning activities on the following topics: individual and team strength building; self- and career exploration focusing on expanding self-confidence and decision-making skills; developing mechanical and technical reasoning through pretechnical hands-on laboratory activities; and developing a final action plan for enrolling in school. The following materials are included in the document: course outcome statements (objectives/competencies); lesson plans containing objectives, list of topics discussed, teacher activities, student activities, and list of materials/references used in the lesson; assessment outline and materials; and student handouts. (MN)

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Electronics Is Our Future

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08-331-150-204 Think Non Traditional Abstract

The curriculum for this training program was developed by an ad hoc committee made up of women employed in electronics and employers and instructors in the electronics field. Participants are prepared to enter and be successful in one of Waukesha County Technical College's five electronics programs: Electronics Technology, Telecommunications, Electrical, Electronic Drafting and Design, Electronics Servicing and Office Equipment Repair.

Course content includes: individual and team strength building, including a ROPES course; self and career exploration focusing on expanding self-confidence and decision making skills; pre-technical hands-on labs to develop mechanical and technical reasoning; developing a final action plan for enrolling in school. Targeted populations for this course include single parents, displaced homemakers, single pregnant women and other women interested in pursuing a nontraditional career.

08-331-150-204

WAUKESHA COUNTY TECHNICAL COLLEGE
COURSE NARRATIVE

Course Number: 862-432

Course Title: Electronics is Our Future

Division: GESS Department: Women's Development Center

Developed: Mary Jo Coffee Date: October, 1993

Approved: _____ Date: _____

Course Narrative
May be the same as the course description or may include, but not be limited to, the instructional methodology utilized, global objectives, pre-requisite skills, course placement within the program curriculum, and/or function in the program curriculum file.

A program for any woman interested in a career in the rapidly growing electronics industry -- an industry growing in Wisconsin five times faster than the national average. Prepare to enter and be successful in one of WCTC's electronics programs by enrolling in this course which includes: individual and group strength building, including a "ROPES" course; self and career exploration focusing on expanding self-confidence and decision making skills; pre-technical activities to develop mechanical and technical reasoning; and developing a final action plan for enrolling in school.

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WAUKESHA COUNTY TECHNICAL COLLEGE
COURSE OUTCOME STATEMENTS

Course Number: 862-432

Course Title: Electronics is Our Future

Division: Gess	Department: Women's Development Center
Developed by: Mary Jo Coffee	Date: October, 1993
Approved by: _____	Date:

Course Outcome Statements (Objectives/Competencies)
If additional pages are necessary, print course number and title at the top of each page and number consecutively. Example: Page 2 of 4; Page 3 of 4, etc.).

Increased self-confidence.

Increased awareness of the value of group support.

Increased self-awareness focusing on the areas of body image, emotions, and strengths and weaknesses.

Expanded understanding of relationship between risk taking and growth, and develop individual risk taking strategies.

Understanding of sex-role stereotyping and identifying barriers imposed by stereotypical thinking and behaving.

Understanding of goal setting process and ability to set individual goals.

Understanding the importance of balance in one's life.

Increased self-knowledge though assessments.

Understanding of careers in electronics.

Understanding of attitude toward math; development of new strategies for completing math problems.

Developed pretechnical skills such as technical and mechanical reasoning and familiarity with technical vocabulary and tools and experiencing hands-on labs in electronics.

Developed final action plan for enrolling in school.

Women's Development Center

Course # Title:Electronics Is Our Future Day: #1 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Introduce Program	Introduce *Bob Sugdan *Ron Butt	Introduce Activity	Acknowledge introductions, ask questions	Electronics program brochures Associate Deans
Establish norms	Set policies for: attendance, dress, journal writing, confidentiality lunches	Lead discussion	Discuss norms Ask questions	
Review full value contract	Full value contract	Present contract & lead discussion	Discuss contract components & share individual contracts as willing	Individual contracts
Begin to learn names of group members and reasons for participation	Ice breaker: paired interviews sharing story of why here today	Present activity & assign pairs	Interview partner to find out why she came today & record info	Notebooks

Women's Development Center

Day 1

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Experience identifying feelings and sharing feelings with others	Feelings cards promote awareness of feelings	Introduce activity	Choose 5 feelings cards & introduce partner via cards	Feelings cards
Begin to write personal journal of reflection & growth	Closing ritual	Introduce activity; Clarify schedule for next day	Group circle & sharing reactions to 1st day; expressing feelings	Soft ball

Waukesha County Technical College

Women's Development Center

Course # Title:Electronics Is Our Future Day:# 2 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Integrate previous day's connection with new day	Opening ritual	Introduce ritual	Form circle and toss ball to signal speaker	Ball
Recall self as child at play & express memories through drawings	Attitudes toward play	Introduce activity & solicit memories of childhood play	Share memories Draw self at play as child	Newsprint, colored markers
Engage in playful physical activities	Experiencing play as an adult	Lead group in playful activities	Participate in playful activities	Tennis balls, assorted balls & foam shapes; soft objects to throw; capes or hats.
Begin to develop self awareness through journaling	Processing reactions of self to play	Assign journal writing topic	Write in journal	Journals
Begin to develop awareness of group cohesion	Closing ritual	Introduce Activity	Join in group circle & share feelings	Soft ball

Course # Title:Electronics Is Our Future Day: # 3 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Begin to develop comfort with group sharing	Opening ritual-connecting	Introduce activity	Group circle and ball tossing	Ball
Learn strategies for effective communi-cation	Problem solving	Introduce series of activities designed to provide challenges in problem solving thru effective communications	Participate in activities	Blindfolds, rope, tangrams
Understand the concepts of "tool" & resource	Tool & Resource	Introduce activity, Lead discussion of concepts of "tool" and resource	Join a team and collectively list tools and resources available to accomplish tasks of course	Newsprint, markers, tape
Integrate group experience to this point	Closing ritual	Reintroduce ritual	Group circle and discussion	

Women's Development Center

Course # Title:Electronics Is Our Future Day: #4 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Develop comfort with being active member of ongoing group	Opening ritual	Reinforce ritual and lead through it	Group circle and tossing ball; sharing feelings they bring to group today	Ball
Identify area of "perceived" risk on Risk profile to share with another and with group	Risk taking and goal setting	Introduce activity	Sets inside and outside goal that involves some risk; form dyad to work on "buddy system" for setting goals; share one goal with group and identify risk and outline action plan	Risk profiles newsprint markers tape
Recall significant life event and share in group	Lifelines	Introduce activity, facilitate group discussion	Draw life line and chart highs and lows of life	Newsprint Black & colored markers

Women's Development Center

Day: #4

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Maintain group cohesion	Closing ritual	Facilitate ritual	Group circle and sharing	

Women's Development Center

Course # Title:Electronics Is Our Future Day: # 5 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Maintain group cohesion	Reconnecting Group warmups and stretching	Facilitate opening ritual Introduce activity	Group circle and ball toss Participate in suggesting and demonstrating a warm-up exercise or stretch	Ball
Identify physical strengths and weaknesses	Body talk	Introduce activity	Form circle; discuss strengths and weaknesses of body and activities that are liked and those that are intimidating	
Solve assigned problems as group	Problem solving challenges	Introduce activities	Participate in various group problem solving activities	Ropes sport markers trolleys & cones
Process days events	Closing ritual	Facilitate ritual	Share thoughts about day's activities	

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Course # 862-432 Title:Electronics Is Our Future Day: # 6 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Maintain group cohesion	Opening Ritual	Facilitate Ritual	Form circle and toss ball	Ball
Demonstrate ability to trust group	Trustfalls	Introducing activities; instructing on proper procedures	Participating in sequenced trust falls	
Process day's events	Closing Ritual	Facilitate Ritual	Participate in Ritual	

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Course # 862-432 Title:Electronics Is Our Future Day: # 7&8 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Maintain group cohesion	Opening Ritual	Facilitate ritual	Form circle & toss ball	Ball
Participate in one or more ropes challenge activities	Group challenge	Support group and individual members as they participate in Ropes courses	Participate in sequenced Ropes activities	Ropes Course

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Course # 862-432 Title:Electronics Is Our Future Day: # 9 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Support group & individual efforts in Ropes Course	Connecting & validating	Facilitate processing previous days' events	Form circle & process experiences focusing on "things learned about self," risks taken, etc.	
Review goals and give group and individual feedback	Assessing goal attainment	Introduce activity	Pair off and share risk hierarchy; prepare presentation to entire group	Notebooks

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Course #862-432 Title:Electronics Is Our Future Day: # 10 Title:Career Challenge

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Maintain group cohesion	Story of group	Introduce activity; begin story of group	Form circle and contribute portion of group story	Ball
Give and accept feedback	Goal presentation and group feedback	Facilitate discussion	Short presentation of individual challenge goals; identify strengths and skills to support efforts; give and receive feedback	
State personal and group commitment	Commitment ceremony	Facilitate and participate in ceremony	Commit to personal and group undertaking	
CELEBRATION SUPPER				

WOMEN'S DEVELOPMENT CENTER
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Course #862-432 Title:Electronics Is Our Future Lesson: #11 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
*Students will learn strategies for enhancing self-esteem & wellness perspective *Students will asses negative self talk & learn concept of affirmations & develop personal list to use everyday	Self esteem is something that can be improved at any time. Individuals have the tools to do this readily available. Attitude is Choice Wellness is a life style.	Mini lecture on improving self-esteem & affirmations. Discussion of full value contract & its part in self-esteem. Discussion on wellness and what goes into adopting wellness style.	Discuss ways they have used to feel better about self. Discuss full value contract & new thoughts about its application to their lives Complete collage of personal strengths	Full value contract Magazines for collages Construction paper "Attitude" handout "Self-talk: Create Your Own Affirmation p.183 in Balancing Work & Family, Wis. Technical College 1982

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Course #862-432 Title:Electronics Is Our Future Lesson: 11 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will gain understanding of terms; self-image, self esteem & demonstrate by identifying own assessment of personality & body image	Definitions of self-image & self esteem & impact on attitudes and self confidence Incorporating insights from Career Challenge segment	Brief lecture/ discussion of concepts; *Relating discussion to Career Challenge segment; *Defining concepts with definitions on overhead; *Discussion of how body image fits with self image	*Group discussion of perceptions of self image & self esteem; *Sharing personal stories of Career Challenge experiences and self image and self esteem; *Complete body silhouette exercise	Handouts of terms: SI SE Overhead transparency Body silhouette exercise

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Course #862-432 Title:Electronics Is Our Future Lesson: #11 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will learn about objectives of course & activities involved.	A clear understanding of course content will enable students to set goals consistent with course goals; motivation will be fostered	Brief presentation on course goals and what can be expected; Ask for feedback & questions; ask for suggestions/ resources not mentioned	Active listening & discussion of course goals	List of course goals & activities

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Course #862-432 Title:Electronics Is Our Future Lesson: 12 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will develop understanding of Sex Role Stereotyping & impact on lives; Students will be reminded of their diversity & begin to develop global thinking.	A set of beliefs held to be true about a group of people. Diversity vs. Sex Role Stereotyping	Brainstorm stereotypes heard about women, about women in nontraditional courses; discuss stereotypes participants have Make lists on board	Brainstorm and discuss; share personal stories	Markers Board

Women's Development Center

Course # 862-432 Title:Electronics Is Our Future Lesson: #13 Title:Personal Dev.

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will develop an understanding of what it takes to make their goals a number one priority	Balancing work, school, family & personal life Understand multiple roles of work, school, family lifestyles. Interchangeable roles-Strategies for change	Introduce concept with Sally Forth Cartoons on overhead. p85-86 Discussion of family multiple roles p87-90 Discussion of role sharing	Student Analyze work-family school balance	Balancing Work & Family p84-215 Handout-A1 p.174 p.175 p.176 "Let Go" handout

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Course #862-432 Title:Electronics Is Our Future Lesson: #13 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
			Students do recall of past 24 hours time record	p.177
		Discussion of principle (99-105) of role sharing 1. How to accomplish decision making. 2. Principle of Delegation 3. Priority How to What to "let go of" 4. Standards & explorations		p.179
	Affirmation in connection with letting go, role sharing, changing standards	Discussion of Affirmation (p.113-124)	Use "Self talk" to change attitudes, complete p. 182 Student develop affirmation to reprogram selves	p.183

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Course # 862-432 Title:Electronics Is Our Future Lesson: 14 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
		Discussion of Social Support What is it? How will it change when I enter school and obtain a nontraditional job? (p.123)	Student complete A9, A10	
	3-Superwoman -Supermom	Discussion of Superwoman-Supermom 156-166 Women's roles, self expectations, myths & reality Discuss credo for a supermom- What changes will children/husband need to make/accept when mom goes to school.		p. 200-202 p. 205 p. 214 A.31
		Discussion of the use of a journal to record and make progress towards goal	Begin journal	Journal

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Course # 862-432 Title:Electronics Is Our Future Lesson: 15 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student identifies resources that will help them balance school, family, personal life.	Discovery of WCTC, community and personal resources necessary to make a career goal a reality	Initiate a discussion on situations and problems students will encounter during the next several years. Modeled after a "street search" activity for WCTC	Students make list of potential problems and barriers to completion of education (should generate a list of up to 100 items) ie: child care; preschool, after school, sick children, child on own after school	Telephone books, Social services directory, Pamphlets from CBO's, WCTC, Brochures-catalogue Financial aid packet

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Course #862-432 Title:Electronics Is Our Future Lesson: 15 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
			Get a headache while in class	
			Car trouble: mechanical, dead battery in parking lot	
			Snowing: is school canceled?	
			No money for food, clothing, rent books, tuition, etc.	
			Students work in group of three divide list into list of 20 questions and find solutions	

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Course # 862-432 Title:Electronics Is Our Future Lesson: 16 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students develop an understanding of their strengths in relationships to their type.	Myers-Briggs Personality Inventory	Explains purpose of assessment Method of taking and scoring instrument	Student takes and scores test	Question & Answer Sheet Handouts on styles Overheads
		Discussion of different types, relationship to family members, work experiences present & future	Tests-Questions	
		Discussion of negotiations with type other than self	Students role play negotiating having husband/ child of other type make dinner	
		Discussion of how various types can be assertive.		
		Discussion of ways individual types can say "no" to request and put themselves first		

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Course #862-432 Title:Electronics Is Our Future Lesson: 17 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will understand and begin to plan for the financial requirement of school	Assessment of cost Budgeting		Discussion of costs of school: Tuition, books, materials, child care, transportation, Speaker from financial aids or counselor Scholarships	Refer to financial aid packet Registration records cost sheet
	How to plan your finances during school	Discussion of budgeting -goal established -school p.7 Speaker:Rosalie Powell or Nancy Bong	Student evaluates when she is financially (homework pp 21-26) identify potential cost for 5 program options	A Primer of Personal Money Management AARP p9-26.
		Discuss cont. Is it worth it to accumulate dept for education?		
			Student develops a long range plan to meet goals p.27-33	
		Week end review of progress-Questions	How am I doing on my journal?	

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Course #862-432 Title:Electronics Is Our Future Lesson: # 18 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will be able to identify their work interests to help determine the kinds of work related activities most enjoyed	Chronicle Career Quest Assessment	Introduce and administer Chronicle Career Quest	Take assessment	Chronicle Career Quest Interest Inventory form
		Discussion of results in relationship to Myers-Briggs & Electronics field	High interest areas related job titles, working conditions	Interpretation Guide
			Begin to plot Myers-Briggs, Chronicle on work wheel	
Student will be able to identify physical requirement of job	Physical requirement of the job	Discussion of physical requirement in Electronics field		Sample job descriptions from companies

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		Speaker:proper ways to lift Ways to increase body strength	Students participate	
		Demonstration or participation exercise Discussion of cost of exercise programs		

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Course #862-432 Title:Electronics Is Our Future Lesson:#19 Title:School Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will begin to assess her personal education needs	TASK	Learning place staff will administer TASK assessment	Take test arrange individual consultation with Mary Jo Coffee or group with Florie/results	TASK
Student will begin to appraise the services education available at WCTC	Tour of campus	Arrange for stops and presentations of services at Electronics Labs (may want one special time to meet instructors associate deans) Learning place, student activities (also clubs), Health office, commons, registration, Financial Aids, Gym, placement, Library, Tiny Tech	Student take tour	

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Course #862-432 Title:Electronics Is Our Future Lesson: 20 Title:Career Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students relate thru abilities to the World of Work	CPP Career Planning Program	Introduce and administer the CPP	Students take and score instrument	CPP question book Self-scoring answer folder
			Plot on Work Wheel	
		Introduce using WDC and Career Center to research jobs in the electronics field & necessary education	Begin research and careers based on assessment information. Each student gives brief report on one career.	Graduate follow-up report <u>Occupational Outlook Handbook</u> *Guide to Occupational Exploration *WCIS *Vocational Biographies

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Course #862-432 Title:Electronics Is Our Future Lesson:21 Title:Career Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will identify effective decision making styles	Effective decision making	Present info on effective decision making & start discussion on styles students use to make a decision	Discuss decision making styles & do worksheets P.77 &78 in Preparing for a Nontraditional Job.	Chapter 11 Preparing for a Nontraditional Job. Arizona Dept. of Education 1983
Students will brainstorm alternative solutions to a given problem	Defining a problem Brainstorming	Lead discussion of how to define a problem Define brainstorming & lead group in "synectics" version of brainstorming with a participant's problem	Volunteer offers a problem for group to brainstorm solutions for	p.75 Preparing For a Nontraditional Job
Student will identify different ways of defining a specific problem & possible solutions that can develop from each	Decision making Problem solving	Facilitate small group activities	Small group discussion & problem solving	

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Course #862-432 Title:Electronics Is Our Future Lesson: 22 Title:Personal Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will identify assertive passive aggressive	Basic principles of assertive behavior	Introduce assertiveness & define concept	Discuss & share reactions to assertiveness	Unit on assertiveness from Preparing for a Nontraditional Job pp79-109
Student will identify situations in which each behavior is used	Characteristics of assertiveness	Solicit response on what they want to learn about assertiveness	Group discussion	
Students will demonstrate making assertive statements in making a request & refusing a persistent request	Developing assertive belief system	Administer assertiveness training self-assessment questionnaire	Complete self assessment Parts A&B	Self-assessment exercise p. 98-100
Student will develop "I" statements	Tools of becoming assertive	Outline characteristics of assertive passive, aggressive		
Student will identify personal rights as people, women workers		Introduce "I'm Proud" exercise	Share things proud of in small groups	p. 104 & 105

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Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
		Introduce "Behavior Style Recognition Test" & have group do 4 or 5 examples		Behavior Style Recognition Test
		Instruct group to do part C of self-assessment questionnaire & discuss trends that emerge	Discuss & complete part C of self-assessment	
Students will determine situations for practicing assertiveness		Introduce assertiveness questionnaire to help student identify situations or people they have difficulty being assertive with	Complete assertiveness questionnaire	Questionnaire P. 106-108 in Preparing for a Nontraditional Job
		Brainstorm list of reasons why it's difficult to be assertive in some situations. What are the risks?	Brainstorm	

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Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
	Risks involved in being assertive-high risk vs. low risk situations	Lead discussion of sharing 1 or 2 situations or areas of life where you'd like to be more assertive. Suggest each set a goal to practice assertive behavior in those areas of life	Discuss nonassertive experiences and set goals	
		Assign journal writing where participants notice situations where their behavior is not assertive and they would like it to be.	Complete journal assignment	Assertiveness Journal handout P.109 in Preparing.....
	Developing an assertive belief system	Lead discussion on identifying the rights all human beings have. Make list on newsprint; in 2nd column list responsibility with each right		Newsprint & markers
		Introduce "Imagining Personal Rights" Exercise & take group through guided imagery p.89	Relax & follow directions for guided imagery	"Preparing for a Nontraditional Job"
		Identify irrational beliefs	Role play and practice	

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Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
		Outline tools for becoming assertive & styles for taking assertive action p. 91-96	Group discussion <u>Optional</u>: Complete part D of self-assessment handout	Preparing for a Nontraditional Job

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Course #862-432 Title:Electronics Is Our Future Lesson: 23 Title:Career Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students are able to identify sexual harassment & utilize assertive-ness tools	Definition and laws regarding sexual harassment	Lead discussion and present material about sexual harassment. Relate assertiveness to discussion.	Discuss questions	"Confronting Harassment in the Workplace:" Grace Davis March 1, 1993 Video: "Mission Success"
		Presentation on WCTC stand on Sexual Harassment-Grace Davis	Small group discussion & role playing	
		Presentation by individual who have been harassed and learned techniques to combat same	Active listening & questioning	
		Week-end review	Continue research How am I doing on my journal	

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Course # 862-432 Title:Electronics Is Our Future Lesson: # 24 Title:Career Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students begin to develop an awareness of vast array of job opportun-ities	Role model panel	Teacher arranges panel of women in fields of electronics (particularly those not good for tour or shadow opport.)	Students prepare questions about occupations	Handout:Questions to ask women in NTO
Student is introduced to technical work environment	Tours	Broker, technical writer, outside sales person, outside repair person	Continue research on jobs & careers	Video: "Electronics & Robotics Manu." 43 min Female electronics technicians from Ameritech and tour of facility WCIS

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Course #862-432 Title:Electronics Is Our Future Lesson: # 25 Title:Career Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will identify barriers to NTO	Internal & External barriers are examined in supportive setting & fears are identified	Lead discussion on barriers getting whole group involved. Introduce worksheet "Barriers to non-traditional jobs"	Discuss barriers	"Barriers to Nontraditional Jobs"
			Complete worksheet & brainstorm in small groups how to deal with barriers	"Barriers to non-traditional jobs" handout p. 38 in Preparing for a non-traditional Job
Develop an awareness of the cultural climate of the industry	What special problems barriers do women face in this industry	Work with each tour site to arrange a discussion with presentation women employed at each site	Ask question about climate-sexual harassment	
Gain one-on-one personal experience with individual at site	Job shadowing	Arrange with each site for each student to have 2-3 hour job shadowing experience (very time consuming but great ideas for next year's grant)		

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Course #862-432 Title:Electronics Is Our Future Lesson: # 26 Title:Career Development

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
To gain first hand knowledge of opportunities available in the field of electronics	On site visits of companies which hire graduates from various programs	Arrange visit and tour of 5 industries: Electronics Telecommunication Electronic Servicing Telecommunication Office Equipment Repair Electronics Tech Electrical/Electronic Drafting & Design	Tours ask questions Active listening	Info packet from Bureau of apprenticeship Standards Nancy Hoffman Milw. Women in the Trades Marge Wood from State Office Apprenticeship Options for Women Female role models in electronic trade

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Course #862-432 Title:Electronics Is Our Future Lesson: #27 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
To introduce pre-technical section of course Student will develop technical vocabulary	Understanding Mechanical & technical orientation	Discussion of participants experience with mechanical and technical things	Share experiences with machines and computers and with fixing or repairing; working with hands	Technical instruction booklets
Student will develop technical & mechanical reasoning	Becoming comfortable & familiar with technical vocabulary, tools & principles	Assign homework: 1."Recording Instructions and/or 2. programming VCR.-telephone 3. Put washer in faucet.	Prepare homework assignments	
Student will develop basic tool recognition & usage		Make journal assign of writing about technical abilities and attitudes about them; if sees oneself a technician.		

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #28 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will learn basic keyboarding skills & facts about computers; Students will gain comfort level with computers, learn DOS & spreadsheet application	Principles of the basics of computers usage will be addressed	Computer instructor will present lab & tech basic skills	Students will have own computer and practice basic skills	Computers Micro Soft Works

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #29 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will examine attitudes about math and understand the barriers math avoidance creates; Students will play math games, read a tape measure. Students will gain awareness of the creative side of math	Math serves as a filter to keep women out of many good paying occupations. The math advantage will be stressed	Introduce math anxiety; ask for math stories from participants; tell about the last math course you took. Examine math myths Explain directions for math games	Discuss math autobiographies & share attitudes about math; Complete exercises on math myths. Usa a tape measure to measure to 1/16" Play math games	Math Myth handout Tape Measure Dice Calculators
Students will gain knowledge of calculators and practice using them		Teach calculator usage	Practice using calculators	

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #29p.2 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will add & subtract fractions; determine area & perimeter of a given space; develop spatial problem solving skills.	New approaches to math will be learned; New applications of math will be learned	Introduce and instruct in spatial problem solving; Teach adding and subtracting fractions; Teach how to read a 12" ruler and finding fractions on a ruler; Teach drawing and measuring with a straight edge;	Work with building blocks to develop spacial reasoning; add and subtract fractions; Read a 12" ruler and find fractions on a ruler; Draw and measure a straight edge; Draw a parabola	Chapter 8 Math Skills in <u>Preparing for a Nontraditional Job</u> Arizona Dept. of Educ. 1983
Students will challenge past attitude about math		Teach how to draw a parabola Teach area and perimeter	Measure area and perimeter	Blocks 12" rulers

WOMEN'S DEVELOPMENT CENTER

WAUKESHA COUNTY TECHNICAL COLLEGE

COURSE#: TITLE: LESSON: TITLE:Mechanical Reasoning Skills

OBJECTIVES	CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS, REFERENCES, & HANDOUTS
To develop technical & mechanical reasoning skills, brainstorming, perspective, teamwork	Become familiar w/technical vocabulary, principles	Discussion teamwork involved in the design & construction of a project. Encourage planning before construction Discuss truss forms	Design & construct a bridge -Document a plan -Make a prelim. sketch -Document changes, reasons -Test design for strength -Analysis of design, why did it fail?	Outline of bridge Assignment
To develop recognition & usage of machines in every day life	Familiarity w/"6" simple machines, basis for all machines	Discussion of work, simple machines. 1) Lever 2) Wheel & Axle 3) Slope 4) Wedge 5) Pulley 6) Screw	List examples of simple machines, how they are combined into more complex machines	

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WOMEN'S DEVELOPMENT CENTER

WAUKESHA COUNTY TECHNICAL COLLEGE

COURSE#: TITLE: LESSON: TITLE:Electronic Circuit Board Ass'y

OBJECTIVES	CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS, REFERENCES, & HANDOUTS
Follow instruction to create a small electronic project	Familiarity w/electronic components, simple circuit boards, soldering technique	(Explain safety precautions-safety glasses) Assist students w\ass'y, instruct,trouble shooting	Assemble electronic project kits	kits
			Feedback-Kits too simple? Not enough challenge	

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course # 862-432 Title:Electronics Is Our Future Lesson: #30 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
HANDS-ON	ELECTRICAL	ELECTRONIC	DRAFTING AND DESIGN	LAB

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course # 862-432 Title:Electronics Is Our Future Lesson: #31 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
HANDS-ON	OFFICE EQUIPMENT	REPAIR		LAB

WOMEN'S DEVELOPMENT CENTER

WAUKESHA COUNTY TECHNICAL COLLEGE

COURSE#: TITLE: LESSON: 31 TITLE:Office Equipment Repair Lab

OBJECTIVES	CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS, REFERENCES, & HANDOUTS
General Introduction of the Office Equipment Repair Occupation	Description of the O.E.R. Occupation. Outline the responsibil-ities of a technician. Discuss opportunities in the occupation and future pay. Brief hands on experience of a typical procedure done on a daily basis by an office equipment repair tech.	Lecture on the job activities of a service technician. Answer questions regarding Office Equipment repair field. Demonstrate how to replace a corona wire in a corona block assembly. Hand out Program brochures.	Ask questions regarding field of Office Machine Repair. Hands-on replacement of a corona wire. Watch a video depicting two OER Tech. (Two Mikes)	Corona Wire DC Charge Asm. Tools: 1)Phillips Screw Drivers 2)Pliers 3)Side Cutters 4)Forceps video(Two Mikes) Program Brochures OER

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: # 32 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
HANDS-ON	ELECTRONIC	SERVICING		LAB

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WOMEN'S DEVELOPMENT CENTER

WAUKESHA COUNTY TECHNICAL COLLEGE

COURSE#: TITLE: LESSON: 32 TITLE:Pre Technical Hands-on Soldering Techniques

OBJECTIVES	CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS, REFERENCES, & HANDOUTS
Student will be introduced to Plated-Thru Hole (PTH) high reliability soldering and participate in a hands-on experience.	Soldering station	Introduce soldering	Observe demonstration	Unpopulated circuit board Safety glasses Bottle of flux Components Wire Solder Repair Video of SMT Soldering
	Quality soldering	Assist students in soldering techniques	Participate in soldering lab following quality soldering techniques	
	Safety consideration	Application through demonstration and one-on-one assistance	Solder axial lead devise	
			Solder DIP component	

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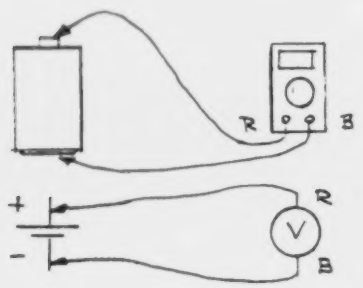
FAMILIARIZATION WITH THE VOLTMETER AND ELECTRONIC CIRCUITS

NAME_____ DATE_____

A. FAMILIARIZATION WITH THE VOLTMETER.

BACKGROUND: The voltmeter is an instrument used to measure the electric force generated by a power source. The unit of measure for this force is called a VOLT. To measure the voltage one must connect the voltmeter's BLACK lead to the MINUS or GROUND terminal of the circuit and connect the meter's RED lead to the PLUS terminal of the circuit.

1. Measure the voltage of each battery cell and record the same, at the right.



Voltage cell 1 = _____

Voltage cell 2 = _____

Voltage cell 3 = _____

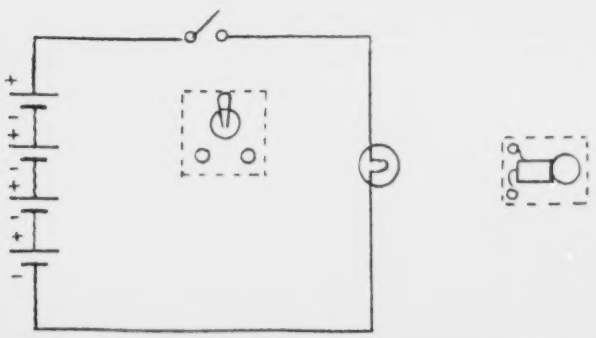
Voltage cell 4 = _____

B. WIRING AND TESTING A SIMPLE LAMP CIRCUIT.

1. Connect the 4 voltage cells, the switch and the lamp as illustrated below.

2. Turn the switch ON and OFF and note the activity of the lamp.

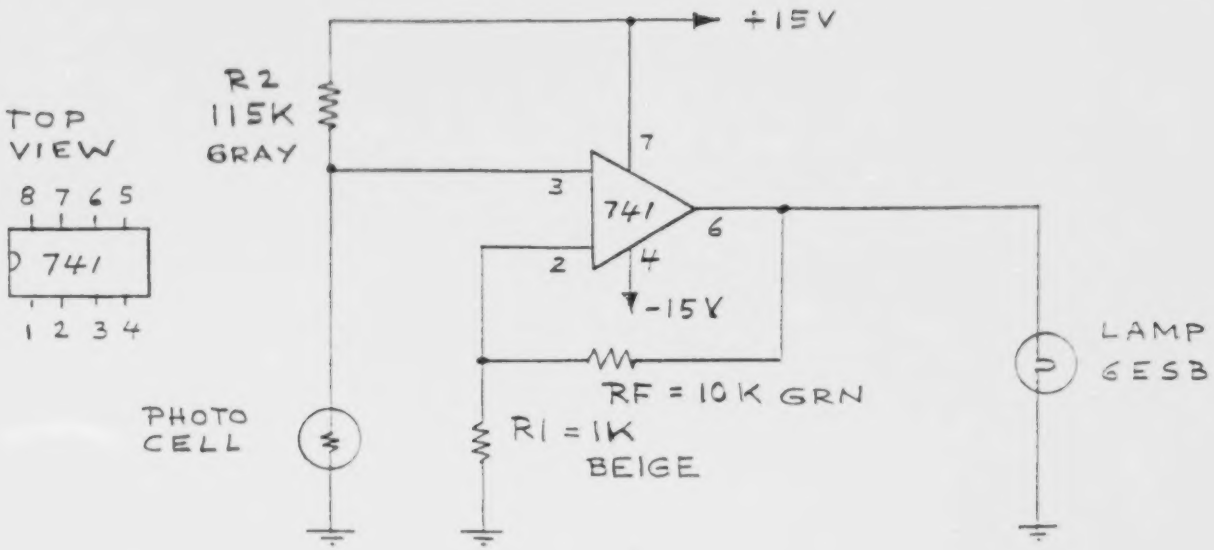
3. Connect the voltmeter across the lamp (black to minus and red to plus) and measure the voltage to the lamp when the switch is ON and when the switch is OFF. Record the value measured.



Volt. lamp ON= _____

Volt. lamp OFF= _____

FIGURE - A



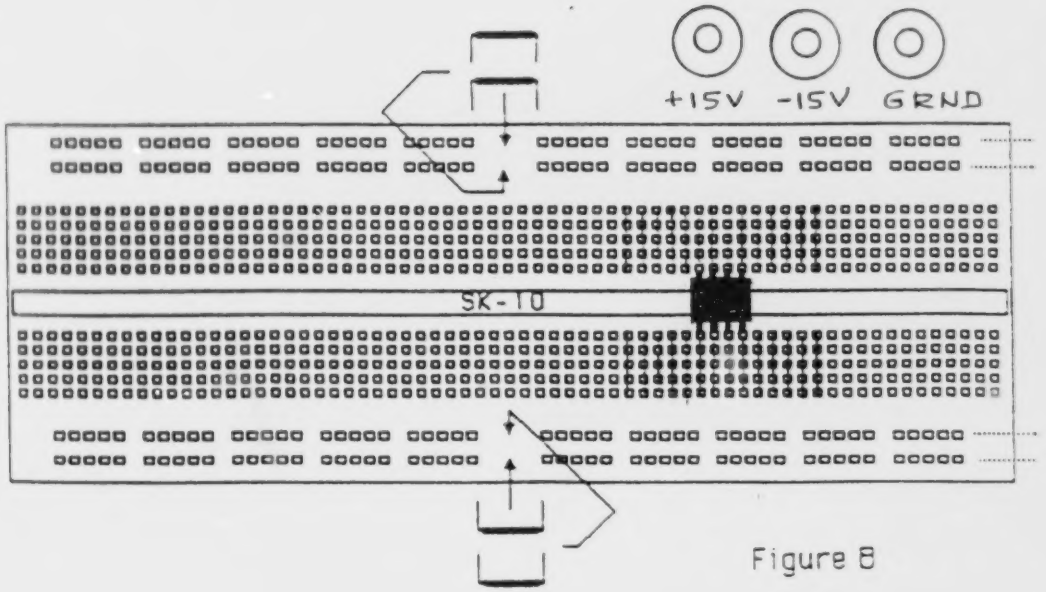


Figure 8

WOMEN'S DEVELOPMENT CENTER

WAUKESHA COUNTY TECHNICAL COLLEGE

COURSE#:862-432 TITLE:Electronics Is Our Future LESSON: 33 TITLE:Pre-technical

OBJECTIVES	CONTENT	TEACHER ACTIVITIES	STUDENT ACTIVITIES	MATERIALS, REFERENCES, & HANDOUTS
HANDS-ON	ELECTRONICS TECHNOLOGY			LAB

NOTE! All choices will be made using the function keys F1-F10 by following the soft-key functions at the bottom of the screen. The ESC key will return the soft-keys to the previous menu.

PROGRAMMING THE AB PLC

1. From the main menu select F1 (on line prog/doc)
   a. From this menu press F8 (monitor file)
   B. Put the processor key in the program mode.

2. Enter the first rung of the program into the PLC using the function keys as follows;
   a. Press EDIT (F1)
   b. Append Rung (F3)
   c. Append instruction (F3)
   d. XIC (F1)
   e. Type the address I:001/00 then press the enter key.
   f. CTU (F7)
   g. type C5:5 at counter, 3 at preset and 0 at accum.
   h. Press the enter key.
   i. Accept Rung (F10)

3. Continue to enter the rest of the program using the same procedure. Press (F10) Accept rung when each rung is Complete.

4. Turn the processor key to RUN and test the program by pressing input 00 3 times.

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NOTE! All choices will be made using the function keys F1-F10 by following the soft-key functions at the bottom of the screen. The ESC key will return the soft-keys to the previous menu.

PROGRAMMING THE MODICON PLC

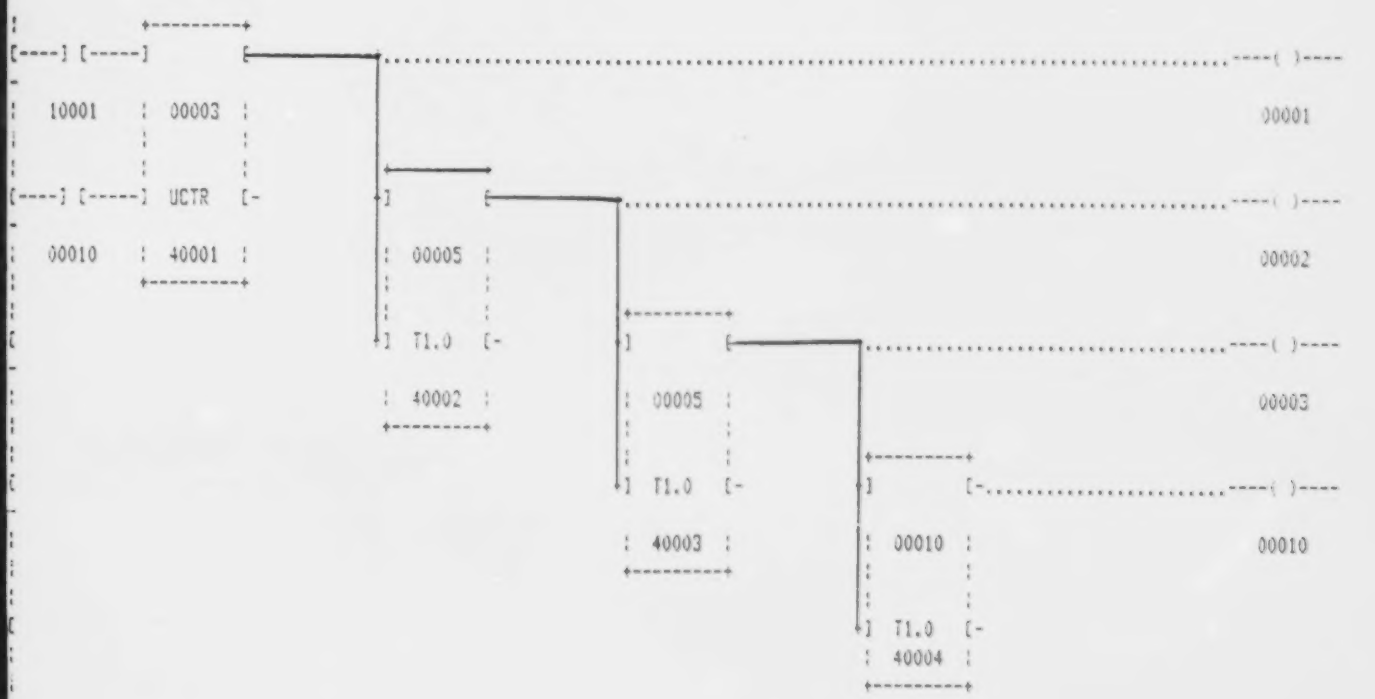
B. Creating a Network

1. **Select F1 (ladder prog)**
2. **Select F2 (create)**

C. Use the software function keys, arrow position keys and numbers to develop the following program.

NOTE! The cursor must be moved to enter the next symbol.

LADDER NETWORKS



D. When complete, press F10 (Load) and then F1 (Append).

E. Test the program by pressinf input 10001 3 times.

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: # 34 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
HANDS-ON	ELECTRONICS	TELECOMMUNICATIONS		LAB

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #35 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will process learning experiences in labs & share journal, writings if wish to.	Hands-on experiences will be processed and related to overall attitudes about various electronics programs.	Lead discussion on electronics lab experiences	Discuss lab experiences	
Students will visit electronics classes and gain awareness of school experience and course work	Career Decision Making is focus	Assign students to various classes and facilitate classroom observations.	Observe electronics classes Complete observation form	Electronics classes Classroom observation forms
Students will begin making decisions about which electronics career interests them.				

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson:#36 Title:Pre-technical

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Students will learn and practice skills techniques	Study skills and test taking in context of electronics training	Discussion participants study skills techniques	Discuss own techniques for studying active listening	Effective study skills handouts
Students will learn test taking strategies		Mini lecture on effective study skills	Practice study skills	Electronics tests
		Work with group to practice study skills in electronics text books	Discuss what works for taking tests	Test taking tips
		Mini lecture on test taking and discussion of what works		

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #37 & 38 Title: Final Action Plan

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will be able to develop short & long range school plan &/or specific goals for being successful in school.	Choosing courses.	Facilitate examining Spring course offerings & developing schedule based on individual needs.	Examining Spring Course offerings to develop schedule based on needs	Spring tabloids
Student will use effective decision making to determine priorities when enrolled in school	Developing schedule	Review guidelines for goal setting and facilitate goal setting process.	Review goal setting & decision making	Guidelines for goal setting
	Decision making	Review decision making strategies	Review assessment results & discuss style, strengths & issues	Balancing work & family pp 84-215

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #37 & 38 Title: Final Action Plan

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will be able to develop short & long range school plan &/or specific goals for being successful in school.	Choosing courses.	Facilitate examining Spring course offerings & developing schedule based on individual needs.	Examining Spring Course offerings to develop schedule based on needs	Spring tabloids
Student will use effective decision making to determine priorities when enrolled in school	Developing schedule	Review guidelines for goal setting and facilitate goal setting process.	Review goal setting & decision making	Guidelines for goal setting
	Decision making	Review decision making strategies	Review assessment results & discuss style, strengths & issues	Balancing work & family pp 84-215

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

	Short & long range goal setting	Lead discussion of various needs to be considered when choosing classes ie: *level of difficulty *time of class *cost *balance of course load *supports in place	Set up appointment with program counselor	Long range planning guide
	Assessing individual needs		Develop long range course schedule & project graduation date	Board and markers
			Discuss & brainstorm individual needs of re-entry women	
	Goal setting	Group students in pairs to work on goals	Work in pairs to set goals	
	Balancing parts of our lives		Paying attention to strategies used for prioritizing and formulating goals	"Balancing Work & Family"

WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: #39 Title:Final Action Plan

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will help develop an Employability Development plan for entering training.	Employability Development plan (EDP)	Assist students in developing EDP to keep on file	Develop EDP	Women's Development Center EDP form
Student will have awareness of accomplishments of last 9 weeks	Assessing accomplishments & long range planning	Review & do story of 9-week course utilizing feeling cards	Tell story of course describing feelings	Feelings cards
Student will gain perspective of steps in process for earning degree in electronics		Review & do story of 9-week course utilizing feelings cards		
		Awarding certificates of Achievement		Certificates of Achievements
		Alternate activity; Assign creating a collage of accomplishments in a 9-week course "what I am proud of"	Create collage	Poster board, magazines, markers, glue

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: # 40 Title:Final Action Plan

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will identify retention services available at WCTC & community	Retention Services	Lead discussion of services available to assist student to remain in school	Will develop a directory of resources to meet individual needs & issues	Notebooks Resource directory developed by students
		Set up library tour	Tour library	Library materials

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WOMEN'S DEVELOPMENT CENTER
Waukesha County Technical College

Course #862-432 Title:Electronics Is Our Future Lesson: # 41 Title:Final Action Plan

Objectives	Content	Teacher Activities	Student Activities	Materials, References & Handouts
Student will celebrate completion of course & develop sense of accomplishment & appreciation for those who developed curriculum	Celebrating & Networking	Facilitate Celebration Arrange for refreshments	Celebrate accomplishments & meet Advisory Board	Collages of accomplishments created by students
Advisory committee will meet course participants	Taking pride in accomplishing course work	Honor graduates		

ASSESSMENT COMPONENTS

I. PRE-ENROLLMENT ASSESSMENT COMPONENTS

Component	Time Schedule	Population/ Program	Distribution of Results	Use of Results	Responsibility	Status
Needs Assessment Myers-Briggs Type Indicator Personality Assessment	Intake 3rd week of class	Women entering non-traditional technical programs/Electronics Is Our Future	Instructor or student	For understanding decision making style & work environment preference	Mary Jo Coffee	1
Chronicle Career Quest-Interest Assessment	3rd week of class			For understanding interests as related to job choice	Mary Jo Coffee	1
TASK .	3rd week of class			For determining acedemic skill level in reading, writing & math.	Learning Place	1
Career Planning Program	8th week of class			Measures abilities that are important in education & in work; Prepares	Mary Jo Coffee	1
				students for ASSET Test		

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ASSESSMENT COMPONENTS

IV. POST-ENROLLMENT ASSESSMENT COMPONENTS

Component	Time Schedule	Population/ Program	Distribution of Results	Use of Results	Responsibility	Status
Course evaluation	Last session of each course	Women entering nontraditional technical training programs/Electronics Is Our Future	Advisory Committee Career Information Technician	For refining and/or changing course	Career Info Tech	1
Program Eval	Twice a year	↓	Project Staff and	↓	Advisory Committee	1
Curriculum review	Once a year	↓	State VTAE Sex Equity Coordinator	For establishing uniform curriculum guidelines	Curriculum Specialist	1
Job Shadowing Evaluation	Following each experience	↓	Career Info. Tech	Determine career path	Student	1
Curriculum Review to analyses of outcome goal	End of Year	↓	External Program Coordinator Project Staff Dir. of Admissions Dean	Evaluate process	External Programs	1

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HANDOUTS FOR ELECTRONICS IS OUR FUTURE

FULL VALUE CONTRACT

When working in groups, it is helpful to have members agree to certain guidelines. This agreement forms the basis for group interactions, and leads to the development of a supportive environment for learning and personal growth.

The **Full Value Contract** asks for the following commitments from all group members:

1. **To participate as a group member in the group process.**
Each member is expected to take part in and support the goal setting and goal review process, for both individual and group goals, and to encourage all members in achieving their goals.

2. **To adhere to physical and psychological safety guidelines.**
Guidelines are discussed and agreed upon by the group as a part of the group process.

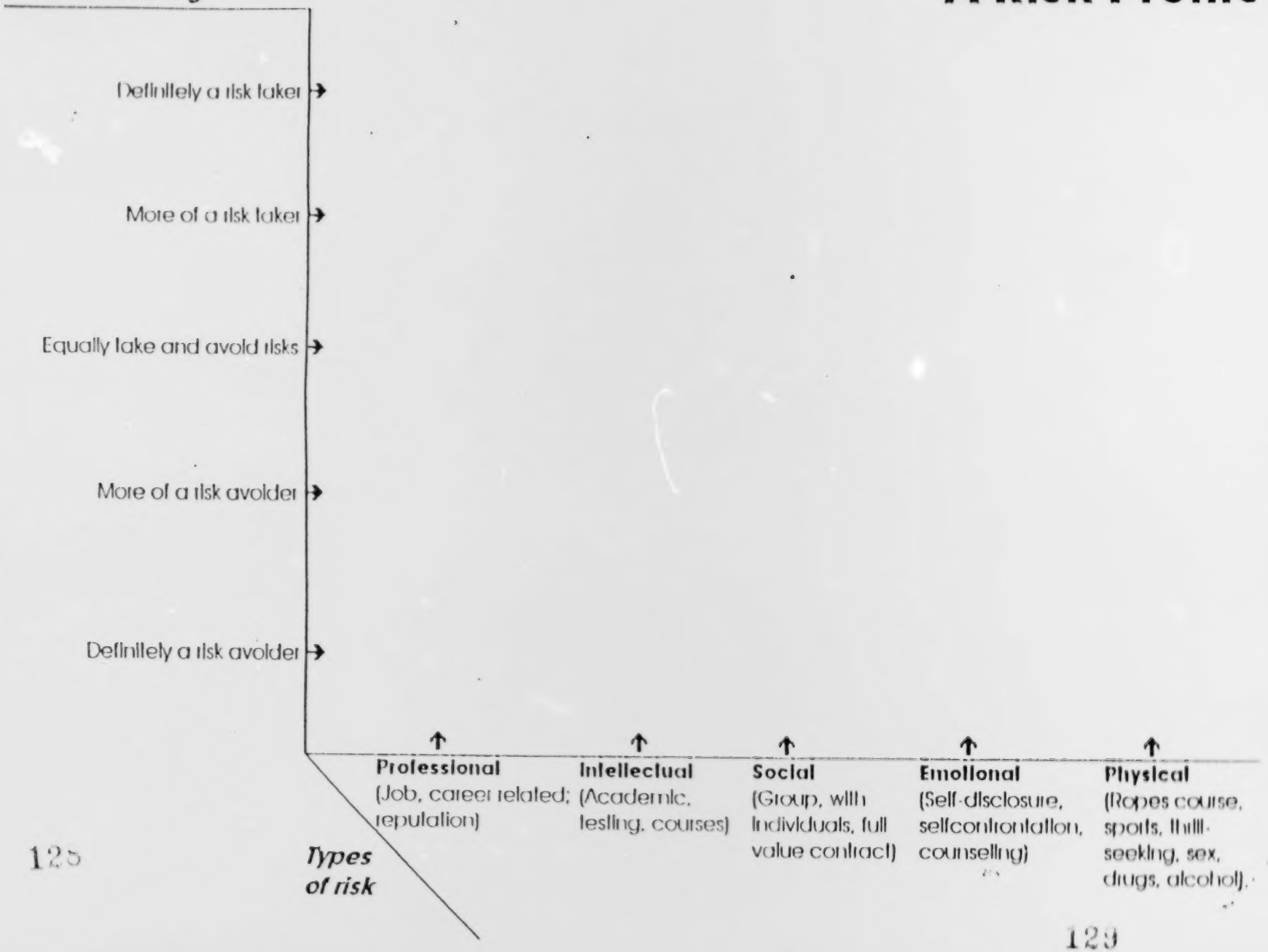
3. **To give and receive honest feedback.**
Giving honest feedback involves caring enough about oneself and others to communicate in a constructive manner that facilitates growth. Each group member agrees to listen to and accept honest feedback about her behavior, and to give honest feedback to others.

4. **To increase awareness of devaluing or discounting oneself and others and to make an effort to confront and change this behavior.**
Personal growth must take place in an honest, supportive atmosphere. Self examination can take place in a setting of mutual respect and acceptance among peers.

5. **To make an effort to "let go" of negative interpersonal issues that may have developed as a result of group feedback.**
At times the intensity of group and individual interactions, though leading to resolution and change, leave unresolved interpersonal issues. "Letting go" provides everyone with a fresh new start.

From: **Islands of Healing**, by J. Schoel, D. Prouty, P. Radcliffe. Hamilton MA: Project Adventure, 1988.

A Risk Profile



Defining Self-Image

Directions: Answer each question with your true feelings. If you have given an answer that you do not want shared with the group, please mark that question with an "X" before the number.

#1	#2	
_____	_____	1. Do people praise you very often?
_____	_____	2. Do you often feel discouraged?
_____	_____	3. Do people often ask you to help them?
_____	_____	4. Do people think you are a good sport?
_____	_____	5. Can you do some things better than most people can?
_____	_____	6. Are you happy most of the time?
_____	_____	7. Do you often wish people would just leave you alone?
_____	_____	8. Do you think you will be able to get ahead in this world?
_____	_____	9. Who is the greatest person in this world?
_____	_____	10. Do you often feel lonely?
_____	_____	11. Do people often expect too much of you?
_____	_____	12. Do you have more troubles than most people?
_____	_____	13. Are people generally interested in what you do?
_____	_____	14. Are most people friendly?
_____	_____	15. Do you worry an awful lot?
_____	_____	16. Do people think you cannot do things well?
_____	_____	17. Do people notice when you do good work?
_____	_____	18. Do you find it easy to talk to a group of people?

19. What do you like best about yourself?

20. What is the best thing you ever did?

Reprinted from *Focus on the Future*, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

11 Steps to Rebuilding One's Self-Image

Step One: Make a decision to change.

Step Two: Change the way you look at yourself.

Step Three: Say positive things about yourself aloud to others.

Step Four: Re-examine your relationships with others, and make changes which will help you break destructive patterns and develop the "new" you.

Step Five: Get rid of the negative self-thoughts in your head.

Step Six: Write positive notes to yourself and pin them up around the house.

Step Seven: Open yourself up to hearing positive comments from others.

Step Eight: Make a specific change in your behavior.

Step Nine: Give and get more hugs.

Step Ten: Work hard at meaningful communication with another person.

Step Eleven: Choose to enter into a therapeutic relationship in order to enhance your self-concept.

From REBUILDING: WHEN YOUR RELATIONSHIP ENDS © 1981 by Bruce Fisher. Reproduced for the Vocational Studies Center, University of Wisconsin-Madison by permission of Impact Publishers, Inc., P.O. Box 1094, San Luis Obispo, California, 93406. Further reproduction prohibited.

Of all the judgments that we pass in life, none is as important as the one we pass on ourselves, for that judgment touches the very center of our existence.

...No significant aspect of our thinking, motivation, feelings, or behavior is unaffected by our self-evaluation...

The first act of honoring the self is the assertion of consciousness: the choice to think, to be aware, to send the searchlight of consciousness outward toward the world and inward toward our own being. To default on this effort is to default on the self at the most basic level.

To honor the self is to be willing to think independently, to live by our own mind, and to have the courage of our own perceptions and judgments.

To honor the self is to be willing to know not only what we think but also what we feel, what we want, need, desire, suffer over, are frightened or angered by -- and to accept our right to experience such feelings. The opposite of this attitude is denial, disowning, repression -- self-repudiation.

To honor the self is to preserve an attitude of self-acceptance -- which means to accept what we are, without self-oppression or self-castigation, without any pretense about the truth of our own being, pretense aimed at deceiving either ourselves or anyone else.

To honor the self is to live authentically, to speak and act from our innermost convictions and feelings.

To honor the self is to refuse to accept unearned guilt, and to do our best to correct such guilt as we may have earned.

To honor the self is to be committed to our right to exist which proceeds from the knowledge that our life does not belong to others and that we are not here on earth to live up to someone else's expectations. To many people, this is a terrifying responsibility.

To honor the self is to be in love with our own life, in love with our possibilities for growth and for experiencing joy, in love with the process of discovery and exploring our distinctively human potentialities.

Thus we can begin to see that to honor the self is to practice selfishness in the highest, noblest, and least understood sense of that word. And this, I shall argue, requires enormous independence, courage, and integrity.

Excerpted from Honoring the Self by Nathaniel Brandon

MY DECLARATION OF SELF-ESTEEM

I AM ME

IN ALL THE WORLD, THERE IS NO ONE ELSE EXACTLY LIKE ME
EVERYTHING THAT COMES OUT OF ME IS AUTHENTICALLY MINE
BECAUSE I ALONE CHOSE IT - I OWN EVERYTHING ABOUT ME
MY BODY, MY FEELINGS, MY MOUTH, MY VOICE, ALL MY ACTIONS,
WHETHER THEY BE TO OTHERS OR TO MYSELF - I OWN MY FANTASIES,
MY DREAMS, MY HOPES, MY FEARS - I OWN ALL MY TRIUMPHS AND
SUCCESSES, ALL MY FAILURES AND MISTAKES - BECAUSE I OWN ALL OF
ME, I CAN BECOME INTIMATELY ACQUAINTED WITH ME - BY SO DOING
I CAN LOVE ME AND BE FRIENDLY WITH ME IN ALL MY PARTS - I KNOW
THERE ARE ASPECTS ABOUT MYSELF THAT PUZZLE ME, AND OTHER
ASPECTS THAT I DO NOT KNOW - BUT AS LONG AS I AM
FRIENDLY AND LOVING TO MYSELF, I CAN COURAGEOUSLY
AND HOPEFULLY LOOK FOR SOLUTIONS TO THE PUZZLES
AND FOR WAYS TO FIND OUT MORE ABOUT ME - HOWEVER I
LOOK AND SOUND, WHATEVER I SAY AND DO, AND WHATEVER
I THINK AND FEEL AT A GIVEN MOMENT IN TIME IS AUTHENTICALLY
ME - IF LATER SOME PARTS OF HOW I LOOKED, SOUNDED, THOUGHT
AND FELT TURN OUT TO BE UNFITTING, I CAN DISCARD THAT WHICH IS
UNFITTING, KEEP THE REST, AND INVENT SOMETHING NEW FOR THAT
WHICH I DISCARDED - I CAN SEE, HEAR, FEEL, THINK, SAY, AND DO
I HAVE THE TOOLS TO SURVIVE, TO BE CLOSE TO OTHERS, TO BE PROD-
UCTIVE, AND TO MAKE SENSE AND ORDER OUT OF THE WORLD OF
PEOPLE AND THINGS OUTSIDE OF ME - I OWN ME, AND THEREFORE
I CAN ENGINEER ME

I AM ME AND I AM OKAY

Virginia Satir

Attitude

by Charles Swindoll

The longer I live the more I realize the impact of attitude on life. Attitude, to me is more important than facts. It is more important than the past, than education, than money, than circumstances, than failure, than successes, than what other people think or say, or do. It is more important than appearance, giftedness, or skill. It will make or break a company . . . a church. . . a home. The remarkable thing is we have a choice every day regarding the attitude we will embrace for that day. We cannot change our past . . . we cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that it our attitude. I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is with you . . . we are in charge of our attitude!

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Additional Resources

Print

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Meriter Hospital
Accent on Women
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Women™

A Meriter Hospital Resource For Women and Families

rotect Your Self Esteem

Positive self esteem has been correlated with good physical and emotional health, healthy family relationships, the ability to deal with stress and the ability to perform well at work. These correlations make it something desirable for everyone.

Self esteem has several aspects. It is an attitude of approval or disapproval about oneself. It is the difference between our perception of how we really are and how we feel we ought to be or would like to be. It is our feeling about ourselves as expressed in behaviors towards ourselves—that is, how we take care of our bodies, how we dress and how we act.

Low self esteem has been found to have its roots in early life experiences of abuse or abandonment. For example, if the primary caregiver (mom or dad) is frequently absent or unavailable for nourishment, the child feels unlovable. Poor self esteem has also been found to be related to sexual abuse as a child, severe criticism for many different behaviors, and extreme or capricious punishment with the punishment not fitting the behavior.

Other causes of low self esteem are isolation, biochemical depression, a destructive living environment or destructive relationships, addiction and physical illness.

Many people suffer from *situational low self esteem* which appears only in certain areas of one's life. A person may feel socially inept, for instance, but have confidence in herself as a professional, parent or wife.

If low self esteem is related to a more complex problem such as depression or addiction, the primary problem needs attention before self esteem can be raised. In this case, medical treatment and/or counseling may be necessary. Blaming parents for low self esteem is, of course, nonproductive.

How can you raise your self esteem? One approach is to **disarm your "self critic."** Everyone has a "self critic"—the result of parents, teachers and others in our environment who constantly corrected us and told us what we were doing wrong. Our "self critic" blames us for things that go wrong, compares us to others, sets impossible standards of perfection and keeps an album of our failures.

To disarm your critic, assess yourself accurately and have a sense of compassion and acceptance for yourself. Are you really overweight or just a well-rounded female?

Other ways to raise self esteem include:

Use language that is specific rather than general. For example, do you always goof up? Or do you tend to *remember* goof ups?

Don't compare yourself unfavorably to others. When you enter a crowded room, don't compare yourself to everyone else assuming they're smarter, more attractive, competent or popular. Consider *your* positive characteristics instead.

Realize that everyone makes mistakes and forgive yourself. Learn from your mistakes but forgive yourself since you've most likely paid the price for making a mistake and being human.

Don't filter what you experience. For example, do you remember a three-hour dinner party as a fun experience, or do you only remember the 15 minutes when you spilled your wine?

Decrease your vulnerability to toxic or abusive situations by confronting the insult-giver. Ask "What do you mean by that?" or "Is something wrong?" The questions throw the responsibility back to the insult-giver. Withdraw from nasty, cruel or annoying people whenever possible.

Consider the source of negative comments. Some people wallow in negativity. Don't take negative comments personally.

Feel free to disagree with negative comments. Understand that whatever someone says is simply their opinion. You have the right to express a different point of view.

Develop a vision of how you want yourself and your life to be. Identify ways in which you can take responsibility for getting what you want acknowledging where and how you have control and choices available to you.

Ask for what you want. Wear empowering clothing and jewelry when implementing your choices; you feel better when you look good.

Nurture your self confidence. Remember that self esteem has its own momentum—the more you have, the easier it is to maintain.

By Mary Kausch, R.N., Ph.D.

Handout A8

SELF TALK: CREATE YOUR OWN AFFIRMATIONS

Affirmations are a method of creating what you would like to have happen. They are a method of reprogramming yourself in a positive versus negative belief.

It is a verbal description of a desired state, condition or thing. It is an image created in your mind affirming the desired. It is a mental structure that supports the impending state, condition or thing.

Suggestions for personal affirmations:

1.	Use present tense.	Affirm the desired is already happening now.
2.	Positive statement.	Eliminate any negative words such as not, never, without, etc.
3.	Personal pronoun.	Always use I, we, me instead of pronouns of the second or third person such as you, they, etc.
4.	Keep it simple.	The shorter and more to the point the statement, the more effective.
5.	Affirm what you want.	Avoid statements involving what you want to eliminate from your life.

Additional suggestions for results:

1. Write the affirmation that is your focus ten times daily.
2. Imagine a picture of the desired happening now, with you in the picture.
3. Sing your affirmation aloud while working driving, playing, walking or whatever.
4. Attach the affirmation to your mirror, car visor, telephone, calendar, refrigerator, desk or wherever you will see it.
5. Record your affirmations in your own voice and listen to it while you are driving, working, cleaning, shaving or while going to sleep.
6. Enjoy playing with your affirmations. Have fun with them.

Sample affirmations:

I am in perfect health.
I have a beautiful functional body.
I trust myself and others.
I am an effective, valuable human being.
I release the old and welcome the new.
I have enough, I do enough, I am enough.

Affirmations for Building Self-Esteem

Directions: Read through the following affirmations and check those that you can identify with on the line provided.

_____ • I am kind, compassionate and patient with myself.
_____ • I am optimistic about life; I look forward to and enjoy new challenges to my awareness.
_____ • I am my own expert, and I allow others the same privilege.
_____ • I express my ideas easily, and I know others respect my point of view.
_____ • I am aware of my value system and confident of the decisions I make based on my current awareness.
_____ • I have a positive expectancy of reaching my goals, and I bounce back quickly from temporary setbacks.
_____ • I accept compliments easily and share my successes with others who have contributed to them.
_____ • I feel warm and loving toward myself, for I am a unique and precious being, ever doing the best my awareness permits, ever growing in wisdom and love.
_____ • I am actively in charge of my life and direct it in constructive channels. My primary responsibility is for my own growth and well-being.
_____ • I am my own authority, and I am not affected by negative opinions or attitudes of others.
_____ • It is not what happens to me, but how I handle it, that determines my emotional well-being.
_____ • I am a success to the degree that I feel accepting of myself.
_____ • No one in the entire world is more or less worthy, more or less important, than I am.
_____ • I count my blessings and rejoice in my growing awareness.
_____ • I am an action person; I do first things first and one thing at a time.

Reprinted from *Career Smart: Curriculum Guide for Making Smart & Healthy Decisions,* April, 1987, by permission of Minnesota Curriculum Services Center, Little Canada, Minnesota.

Work Relationships and Gender Roles

A man is taught

- to control
- to score, to achieve
- to pursue goals, take charge
- to discuss women's bodies
- to have a dream
- to work as a team
- to take risks, challenges
- to make the rules, decisions
- to put women on a pedestal
- to expect service from women
- to belittle girlish things

A woman is taught

- to do what she's asked
- to be pleasing to a man
- to hurt no one's feelings
- to look good
- to be taken care of
- to compete for a man's attention
- to care for others before self
- to follow rules
- to let others make choices for her
- to be friendly, helpful

WINC "Getting the Facts" Quiz

Directions: Answer the following questions as well as you can.

1. Out of every 10 women in this country, how many can expect to work during their lifetime?
2. What is the main reason most women cite for working?
3. What are the average weekly earnings of a registered nurse?
4. What are the average weekly earnings of a secretary?
5. What are the average weekly earnings of a carpenter?
6. What are the average weekly earnings of an engineer?
7. How many years can the average woman expect to work in her lifetime?
8. How many years can the average man expect to work in his lifetime?
9. What percent of secretarial jobs are held by men?
10. What percent of apprenticeships are held by women?
11. What percent of doctors in this country are women?
12. What percent of nurses in this country are men?
13. How much education must a woman have to equal the median income of a man with an eighth grade education?
14. Between 1978 and 1990, jobs for college and university teachers are predicted to decrease by what percent?
15. Between 1978 and 1990, jobs in the computer fields are predicted to increase by what percent?
16. Between 1978 and 1990, jobs in engineering are predicted to increase by what percent?
17. What percent of full-time female workers earn $15,000 a year or more?

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

WINC "Getting the Facts" Quiz
Page 2

18. What percent of women with children under age 18 are in the workforce?

19. Approximately what percent of women in this country live in poverty?

20. What university fields of study do not require good background in high school math and science?

WINC "Getting the Facts" Quiz--

Answers

1. 9
2. economic necessity
3. $332
4. $230
5. $325
6. $540
7. 34
8. 41
9. 1 percent
10. 6 percent
11. 14 percent
12. 4 percent
13. 4 years of college
14. 10 percent
15. 94 percent
16. 43 percent
17. 33 percent of women compared with 69 percent of men
18. 59 percent
19. 62 percent
20. In today's technical/computerized society, almost all fields require some math and science.

Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide,* 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

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Reprinted from *Women in Nontraditional Careers (WINC): Curriculum Guide*, 1984, U.S. Department of Labor, Office of the Secretary, Women's Bureau.

DEALING WITH FEAR

You as a Person in Transition have experienced some changes in your life which are as disruptive as life changes can be, and you probably feel as if you are headed toward a great unknown. Fear of change and fear of the unknown are normal. Now that you know that anyone in your situation (and lots of people are) would probably be afraid, consider some of the following suggestions for dealing with your feelings of fear. Suppose, for example, that you are afraid of some kind of failure. We all have this fear at one time or another. Ask yourself:

1. Of what <u>specifically</u> am I afraid? (Write out the answer. Writing will help you make that fear known and concrete. Then you can deal with the fear because it is no longer vague and general. A fear reduced to words on paper is not nearly as threatening as a vague fear roaming around inside you. Use the back of this page.)

2. How does this fear make me feel?_____

   _____

3. Am I really afraid of failure, or am I afraid of someone else's opinion if I fail?_____

   a. If yes, whose opinion?_____

   b. If yes, why should I allow someone else's opinion to be more important than my own opinion?_____

      _____

4. Am I allowing fear to keep me immobilized by telling myself, "I can't do a thing - I'm scared to death"?_____

5. Am I allowing fear to help me avoid the responsibility of taking some kind of action?_____

   _____

6. Am I allowing fear to help me avoid the risk of taking some kind of action?_____

7. What is the "reward" for my remaining fearful?_____

   _____

8. What is the cost of remaining fearful?_____

   _____

9. What are possible ways I can handle this fear? (List as many as you can. Record these answers without stopping to analyze them.)

   _____

   _____

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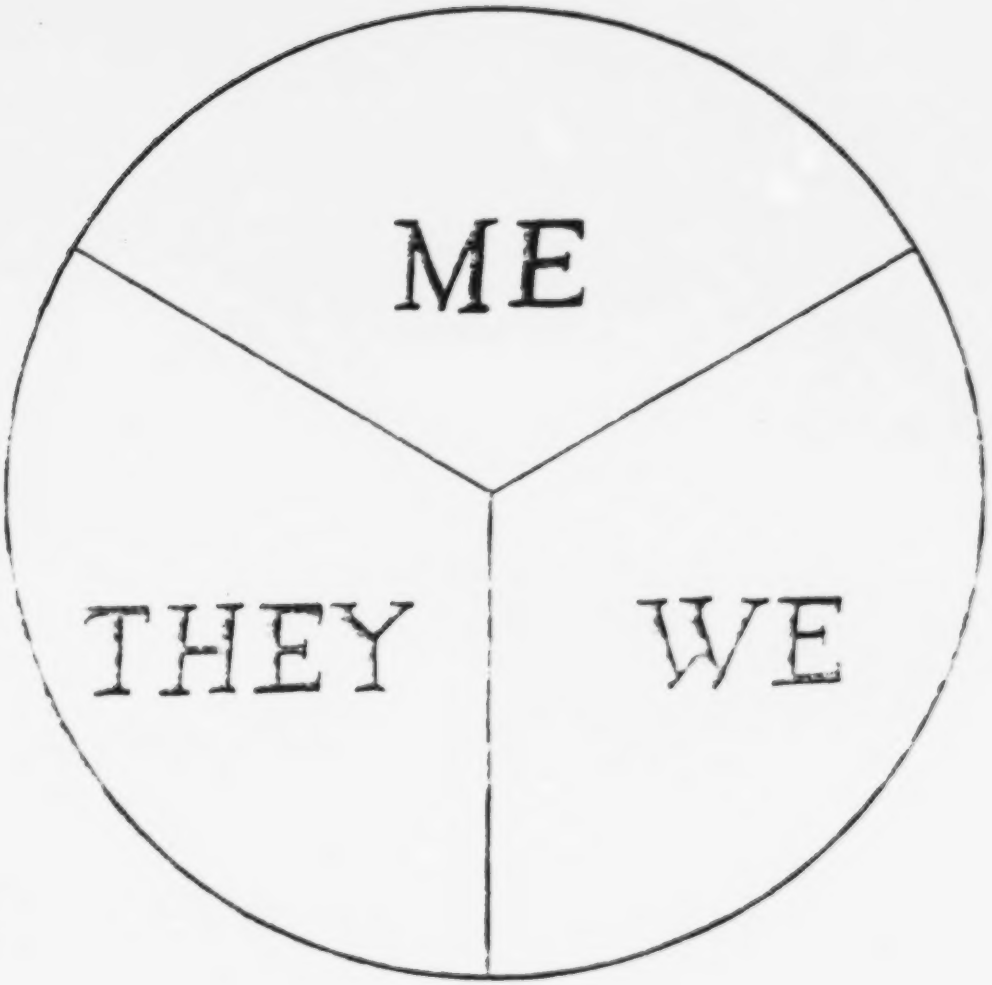
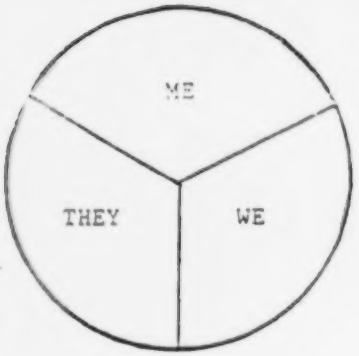
HANDOUT A1

ME-WE-THEY CIRCLE

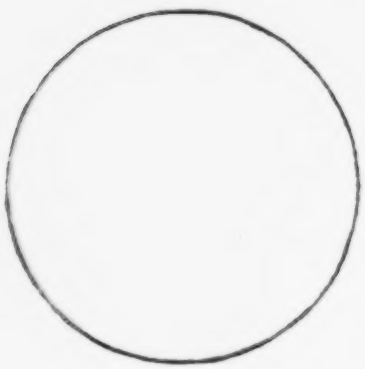


Developed by J. Comeau, March 1983

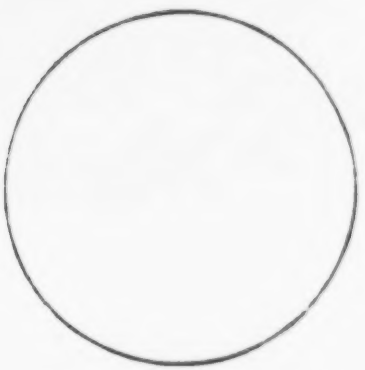


"ME" - Personal
"WE" - Family and Close Relationships
"THEY" - Work (or outside activities)

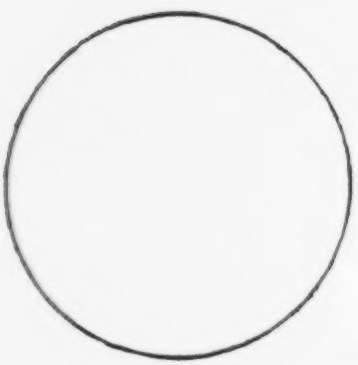
Draw yours:



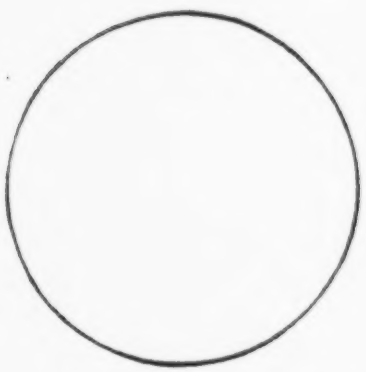
Most of the time



The most out of balance I am likely to be
How often? _____



How _____
(spouse, boss, etc.)
wants it to be



How I want it to be

 Developed by J. Comeau, March 1983

HANDOUT A3

TASK LIST IDEAS

FOOD CHORES
- Shopping
- Cooking
- Cleaning up/dishes
- Garbage
- Packing lunches

CLOTHES CHORES
- Shopping
- Washing
- Folding
- Putting away
- Dry cleaning
- Mending
- Ironing
- Weeding out old clothes

MONEY CHORES
- Budget planning
- Bill paying
- Bank accounts

HOME MAINTENANCE
- Cleaning
- Appliance care/ repair
- Lawn or yard
- Furnace
- Storms, screens, etc.
- House repairs
- Dealing with service people

CAR CARE
- Filling with gas
- Checking oil
- Maintenance (oil, lub, etc.)
- Cleaning inside
- Washing

SOCIAL OBLIGATIONS
- Gift buying
- Entertaining
- Cards, letters, etc.
- Coordinating family's social and/or school schedules

CHILDREN (not including psychological care)
- Meetings at school
- Driving
- Support for activities (scouts, 4-H, etc.)
- Volunteer work for activities (umpire, den mother, etc.)
- Help with projects
- Getting baby sitters
- Physical care (diapers, cuts/scrapes)

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Handout A4

TIME RECORD

Record your activities (during your awake hours) for the day in 15 minute segments. It is usually most accurate if you stop every two hours or so to think back on what you've been doing. (Waiting until the end of the day will be much less accurate). You may also use the columns at the right to categorize your activities. When in doubt check the primary category the activity fits in although there may be a secondary category. Begin with the time you awaken and end with when you actually go to sleep.

TIME	ACTIVITY	ME (personal)	WE (home & relation-ships)	THEY (work)
5 AM				
5:15				
5:30				
5:45				
6:00				
6:15				
6:30				
6:45				
7:00				
7:15				
7:30				
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1:15				
1:30				
1:45				
2:00				

TIME	ACTIVITY	ME	WE	THEY
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11:45				
12 AM				
12:15				
12:30				
12:45				
1:00				
1:15				
1:30				

Handout A5

ROLE SHARING STRATEGIES

1. When giving up a task or activity to someone else, clarify and/or negotiate details of the task or activity, eg. when it will be done, how much or how well it will be done. (This varies particularly on who you delegate or give the task to - spouse, child, payed help, etc.).

   Also, use and <u>believe</u> the cardinal principle of delegation: "If I don't do it, it won't be done exactly the way I would have done it. And that's O.K." (Practice saying this to yourself as a positive affirmation).

2. Do not treat your spouse the same as your children in regard to reallocating part of your old role: keep in mind that when husbands and wives see themselves as <u>partners</u> in managing this new lifestyle, role sharing goes more smoothly and marital relationships do too. Parents have more of a supervisory and teaching role to play with their children which must be taken into consideration as children take on new tasks that were once part of an adult's role. (See delegation principle above).

3. Clarify the difference between "helping out" and <u>taking responsibility</u> and decide which you want as you negotiate role sharing. When you "help out" the job still belongs to the other person and he or she is not relieved of the emotional burden associated with that part of his or her role. "Helping out" is great if that's what both agree upon (eg. "pitching in" to clean a child's room although it is generally agreed this is her job or pulling a few weeds with mom because she asked for help, or vacuuming out the car for a family trip even though car care is traditionally dad's job). Whether by choice or by assignment, "helping out" generally means <u>not</u> being obligated to follow through completely, or to do it routinely, or to notice when it needs to be done again.

   When one takes <u>responsibility</u> for an activity that was once part of someone else's role, thus actually <u>expanding</u> one's own roles to incorporate this new activity as a part of them, there is a sense of ownership and decision-making authority. The person giving up that activity is no longer the "primary worrier" for doing that activity (task or job).

4. "Do unto others." When someone shares a role with you (eg. meal-preparer or yard care person) be helpful and allow a transition time. Also, just because that person used to relax or play while you prepared, served and cleaned up a meal or got out equipment, mowed, raked and put it all away, does not mean that you should ignore the possibility of "helping out" (without being the "primary worrier") when someone else takes on that responsibility. (What do you want? - Revenge, or a new, more productive family life style?)

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5. Be aware that the skills needed to maintain a household are not sex linked. Teach your children a wide variety of both traditionally male and female roles). Use positive communication techniques to encourage husbands and wives to try out new tasks. Many widows and widowers as well as single parents are often shocked at how "possible" it is for them to do many of the tasks of their lost or absent loved one when they are forced to take them over. (However, with only one adult to handle the full load, these individuals must also learn to eliminate and delegate).

6. Be aware that children gain valuable skills when they are given responsibility for their own upkeep and share roles for family tasks with mom and/or dad.

7. Recognize that there is no future in martyrdom (at least not a very happy one). You can say "no" and you can say "wait." There is no need for one person to be emotionally or physically responsible for all household functions. Several people can share the role very nicely. It is only human for family members to expect everything to be done by the one who's been doing it all along - and to not appreciate it. (Love does not mean having to do everyone's laundry). Even if martyring yourself gets you benefits in the short run ("isn't she/he something?") ("see how she/he does it all?") it can be exhausting and emotionally destructive in the long run.

8. Review your priorities and standards. Consider relationship vs. household needs. Some standards may need to be raised, while others lowered.

9. Talk regularly with your family about what's important to get done, who might like to do it, who's good at it, who needs a change, how to change standards, etc. Eliminate unnecessary tasks. Try taking turns on tasks no one wants to do all the time. Try making written schedules to keep everyone clear on the agreements.

10. Take note of your discussions in your Work and Family Seminars so that you have some facts, figures and rationale for change. People often question when change is being asked of them. Part of being a "change agent" is being a teacher - enlighten your family members as to how other working families do things - how certain role sharing ideas are beneficial, etc.

Role Sharing Strategies, Developed by Joan Comeau, August 1983

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Letting Go

To let go doesn't mean to stop caring; it means I can't do it for someone else.
To let go is not to cut myself off; it is the realization that I can't control another.
To let go is not to enable, but to allow learning from natural consequences.
To let go is to admit powerlessness, which means the outcome is not in my hands.
To let go is not to try to change or blame another; I can only change myself.
To let go is not to care for, but to care about.
To let go is not to fix, but to be supportive.
To let go is not to judge, but allow another to be a human being.
To let go is not to be in the middle arranging all the outcomes, but to allow others to effect their own outcomes.
To let go is not to be protective; it is to permit another to face reality.
To let go is not to deny, but to accept.
To let go is not to nag, scold, or argue, but to search out my own shortcomings and correct them.
To let go is not to adjust everything to my desires, but to take each day as it comes, and to cherish the moment.
To let go is not to criticize and regulate anyone, but to try to become what I dream I can be.
To let go is not to regret the past, but to grow and live for the future.
To let go is to fear less and love more.

Perhaps it is letting go of a rebellious child, or a burden or sorrow, losing a loved one, or learning to live with a heartache which we just cannot let go of. Read this over, study it, pray over it, and you will find that letting go of your load will release a peace within you which will allow your spirit to soar . . . to be free. Give it completely to God and let a work be done within you . . . where the need is anyway.

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Handout A6

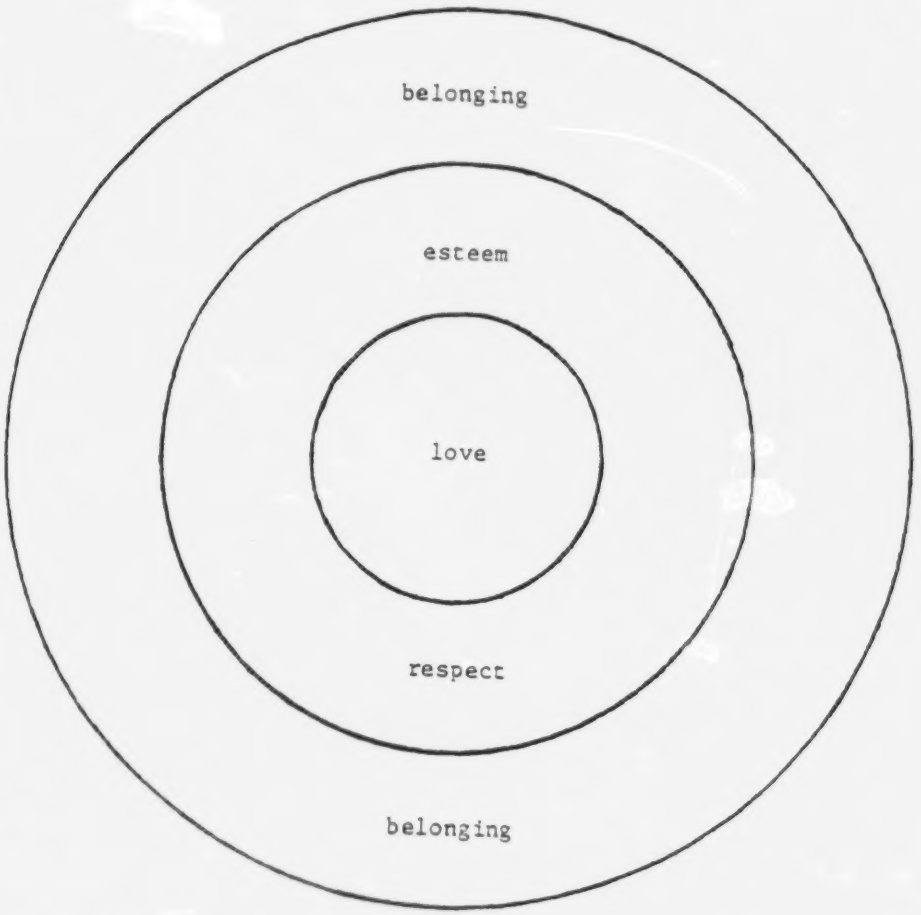
PRINCIPLE OF DELEGATION

"If I don't do it,
it won't be done
exactly the way
I would have
done it...
...And that's O.K.!"

Handout A9

MY SOCIAL SUPPORT NETWORK

Map out your support "network." Write in names of people, organizations, groups, etc. you feel are part of your support network. (Some may contribute to several types of support.)



Love - I am cared for unconditionally for who I am.

Esteem - The way I am and what I do is valued and admired.

Respect - My values, beliefs and ideas are recognized and accepted (may or may not be agreed upon).

Belonging - I feel a part of a group; we may not agree on everything, but we still feel close and supportive of each other.

Are some of your sources more focused on you as an employee (employer) rather than as a family member? Place a W by those sources. Place an F by those sources that are supportive of you in your home and family life. Check for balance and some sources that offer both.

Handout A10

Maintaining Social Support During Times of Changing Expectations and Standards

What would I like to change? (write below)	Can I anticipate changes in support from some part of my support network? What? If so, how can I anticipate this and work to decrease the chances someone will withdraw their support (prevention) or how can I find new sources of support if I feel I need them? Changes in support anticipated: Prevention: New Sources:

Handout A21

THE MYTH AND THE REALITY

The Myth	The Reality
A woman's place is in the home.	Homemaking in itself is no longer a full-time job for most people. Goods and services formerly produced in the home are now commercially available; laborsaving devices have lightened or eliminated much work around the home. Today more than half of all women between 18 and 64 years of age are in the labor force, where they are making a substantial contribution to the Nation's economy. Studies show that 9 out of 10 girls will work outside the home at some time in their lives.
Women aren't seriously attached to the labor force; they work only for extra pocket money.	Of the nearly 34 million women in the labor force in March 1973, nearly half were working because of pressing economic need. They were either single, widowed, divorced, or separated or had husbands whose incomes were less than $3,000 a year. Another 4.7 million had husbands with incomes between $3,000 and $7,000.1/
Women are out ill more than male workers; they cost the company more.	A recent Public Health Service study shows little difference in the absentee rate due to illness or injury: 5.6 days a year for women compared with 5.2 for men.
Women don't work as long or as regularly as their male coworkers; their training is costly -- and largely wasted.	A declining number of women leave work for marriage and children. But even among those who do leave, a majority return when their children are in school. Even with a break in employment, the average woman worker has a worklife expectancy of 25 years as compared with 43 years for the average male worker. The single woman averages 45 years in the labor force.

	Studies on labor turnover indicate that net differences for men and women are generally small. In manufacturing industries the 1968 rates of accessions per 100 employees were 4.4 for men and 5.3 for women; the respective separation rates were 4.4 and 5.2.
Married women take jobs away from men; in fact, they ought to quit those jobs they now hold.	There were 19.8 million married women (husbands present) in the labor force in March 1973; the number of unemployed men was 2.5 million. If all the married women stayed home and unemployed men were placed in their jobs, there would be 17.3 million unfilled jobs. Moreover, most umemployed men do not have the education or the skill to qualify for many of the jobs held by women, such as secretaries, teachers, and nurses.
Women should stick to "women's jobs" and shouldn't compete for "men's jobs."	Jobs, with extremely rare exceptions, are sexless. Tradition rather than job content has led to labeling certain jobs as women's and others as men's. In measuring 22 inherent aptitudes and knowledge areas, a research laboratory found that there is no sex difference in 14, women excel in 6, and men excel in 2.
Women don't want responsibility on the job; they don't want promotions or job changes which add to their load.	Relatively few women have been offered positions of responsibility. But when given opportunities, women, like men, do cope with job responsibilities. In 1973, 4.7 million women held professional and technical jobs, another 1.6 million worked as nonfarm managers and administrators. Many others held supervisory jobs at all levels in offices and factories.
The employment of mothers leads to juvenile delinquency.	Studies show that many factors must be considered when seeking the causes of juvenile delinquency. Whether or not a mother is employed does not appear to be a determinig factor. These studies indicate that it is the quality of a mother's care rather than the time consumed in such care which is of major significance.
Men don't like to work for women supervisors.	Most men who complain about women supervisors have never worked for a woman.

In one study where at least three-fourths of both male and female respondents (all executives) had worked with women managers, their evaluation of women in management was favorable. On the other hand, the study showed a traditional/cultural bias among those who reacted unfavorably to women as managers.

In another survey in which 41 percent of the reporting firms indicated that they hired women executives, none rated their performance as unsatisfactory; 50 percent rated them adequate; 42 percent rated them the same as their predecessors; and 8 percent rated them better than their predecessors.

Source: U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Washington, D.C., March 1974.

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Handout A22

SCALING DOWN: STRATEGIES FOR SUPERMOM

1. Assess where your partner and your family as a whole is at on a scale from traditional to egalitarian.

2. Make your spouse (if not a single supermom) your partner. Begin to talk about work-family issues and "test the waters" to see how he feels.

   For example:
   "What's most important to you: the housekeeping or spending time with the children" or "What areas of housekeeping (or child caring/rearing) do you think are most important?" or "What kind of life do you see us having five years from now - how will it change?"

3. Begin to limit what you do in areas you feel are not extremely important. When another family member questions you, offer choices.

   For example:
   "Which is most important to you - to have me iron your shirt now or fix your baseball uniform later - I do not have time to do both today."

4. Make opportunities to discuss the changes you are beginning to make.

   For example:
   At dinner you might say "I suppose you noticed I did not make the beds this morning - how does everyone feel about that?" or "In my class on working families the other day, I found out that many kids your age are keeping up their own rooms - if you were doing that, how often do you think a person should go through and pick up and put everything away? (not - Would you like to do that?) Do any of your friends take care of their own rooms - make their beds, pick up, etc.

5. Use "communication for change" and also work with partner to determine new rules - children don't have to be given the overall choice of whether or not to take on more responsibility - but they usually cooperate more effectively if you involve them in the planning process (this is true for adults as well). Keep in mind that children do better when the family is working together, eg. they may dust and vacuum but Mom (or Dad) is around (not gone shopping or resting) also working so the child feels a <u>part</u> of the "work of the family."

   eg. You may tell a child, "We (or I) feel you are grown up enough to share in the work of keeping up our home. There are several things here that we feel you could do a good job on, so Saturday morning we will work together to learn how to dust the furniture and vacuum the carpet. These will be your jobs to do."

6. Be honest with your partner - let him know changes are needed and that you feel he and other family members need to do more. Make specific suggestions of what he could do. If a partner is not willing to do more, you must make decisions of how to change yourself. First, institute a change you need to make (eg. not washing supper dishes until morning because you're a morning person and want the extra evening time to get some exercise) then prepare yourself to talk about your decision if questioned.

   eg. "I understand that you feel you should not have to do dishes, but I need to make a change in how I'm handling that alone. Since I need to get some exercise and enjoy that in the evening, I'm finding it easier to do supper and breakfast dishes together."

   If you receive a negative response, try to keep your patience, and develop some standard statements that support your decision to "scale down."

   eg. "Harry, we both work hard at our jobs and we both come home tired. I'm really feeling the effects of trying to do too much at home. I've got to find some ways to cope better." or "Harry, I feel really good about working and helping make us more financially secure, but I also feel I have a very important job as mother to give the kids more than their supper. They need time and attention from me - the house can wait, they can't."

   Also, it may be helpful to develop some statements encouraging his involvement and cooperation.

   eg. "I'd really like to sit down and talk with you about how things are going - we're in this together and we both have to share in managing our family."

7. Use the "self talk" techniques including affirmations and seek social support to help cope with this time of transition. You are working on changing <u>yourself</u> as well as having to handle the reactions you receive from others as they experience the impact of your change.

   Use these techniques to deal with feelings of guilt you may have about not continuing to be "supermom."

Developed by J. Comeau, 1983.

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Credo For A Recovering Supermom

"I have tried to be all things to all people.

I don't want to do that any more.

I will explore with you the ways we can make our family and work lives compatible.

I will remember that I am still a capable and loveable mom even if the housework isn't done.

I will remind you that you have skills and abilities to contribute to our family.

I will love you, and nurture you and expect the same in return.

I will take time to share in your life and invite you to share in mine."

J. Comeau, 1983

Handout A31

HURDLES MEN ENCOUNTER

. . . IN BECOMING ACTIVE FATHERS TODAY

- THE MAJORITY OF FATHERS DO VERY LITTLE CHILD CARE.

- SOCIETY PRESSURES MEN TO STAY IN TRADITIONAL ROLES. IT DOES NOT MAKE RESISTANCE TO THIS IDEA EASY OR THE PRACTICE EASY.

- CONSIDER EXTERNAL OBSTACLES: INFLEXIBILITY OF THE WORKPLACE; SCHOOLS, PEDIATRICIANS, AND OTHER PROFESSIONALS ASSUME THE MOTHER TO BE THE PRIMARY PARENT.

- MEN RECEIVE CRITICAL COMMENTS ON HOW THEY TAKE CARE OF THEIR CHILDREN. SUCH NEGATIVISM DAMPENS ENTHUSIASM ABOUT SHARED PARENTHOOD.

- SOCIETY LIMITS DEFINITION OF FATHERHOOD TO PROVIDER AND DISCIPLINARIAN.

- STORIES LITTLE BOYS READ DON'T OFTEN SHOW THEM HOW TO BE FATHERS.

- SHARING PARENTHOOD BRINGS CHANGES MEN ARE NOT SURE THEY WANT I.E. - MEN GIVE UP "GETTING THINGS DONE" WHEN THEY ARE WITH KIDS.

- MEN ARE USED TO LEAVING THE HOUSE WHENEVER THEY WANT TO, WITHOUT CONCERN FOR WHO IS SUPERVISING THE CHILDREN.

- IN BUILDING RELATIONSHIPS WITH CHILDREN, MEN WANT AND DON'T WANT PARTNER'S GUIDANCE.

ADD YOURS:

Material drawn from: "Male Participation in Home Life..."
L. Lein, October 1979, Family Coordinator
by M. D. Burns

OCS

AUTOBIOGRAPHY IN FIVE SHORT CHAPTERS

by Portia Nelson

I

I walk, down the street.
There is a deep hole in the sidewalk.
I fall in
I am lost...I am helpless
It isn't my fault.
It takes forever to find a way out.

II

I walk down the same street.
There is a deep hole in the sidewalk.
I pretend I don't see it.
I fall in again.
I can't believe I am in the same place.
but, it isn't my fault.
It still takes a long time to get out.

III

I walk down the same street
There is a deep hole in the sidewalk.
I see it is there.
I still fall in...it's a habit.
my eyes are open.
I know where I am.
It is my fault.
I get out immediately.

IV

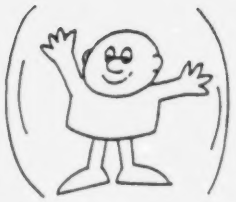
I walk down the same street.
There is a deep hole in the sidewalk.
I walk around it.

V

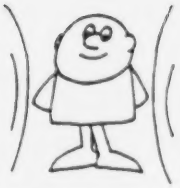
I walk down another street.

EXTRAVERSION

TENDENCIES/ CHARACTERISTICS



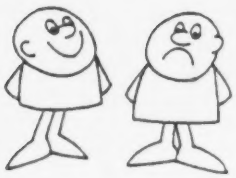
OUTWARD
Feels pulled outward by external claims and conditions.



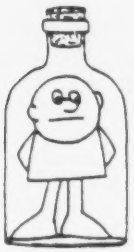
INWARD
Feels pushed inward by external claims and intrusions.

INTROVERSION

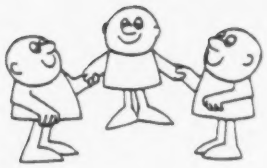
TENDENCIES/ CHARACTERISTICS



EXPRESSIVE
Expresses emotions.

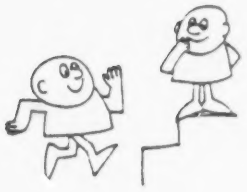


QUIET
Bottles up emotions.

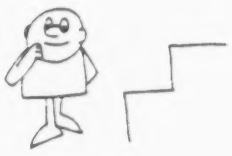


PEOPLE
Needs relationships.

PRIVACY
Needs privacy.



AFTER THINKER
Acts, then (maybe) reflects.



FORE THINKER
Reflects, then (maybe) acts.

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EXTRAVERSION

TENDENCIES/ CHARACTERISTICS

SOCIALITY
is often friendly, talkative,
easy to know.

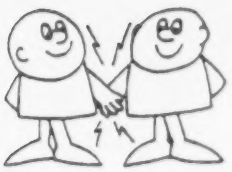
RESERVED
is often reserved, quiet,
hard to know.

INTROVERSION

TENDENCIES/ CHARACTERISTICS

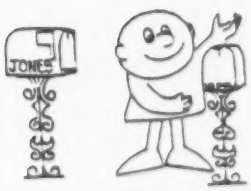
BREADTH
Gives breadth to life.

DEPTH
Gives depth to life.



ACTIVE
Energized by other people,
external experiences.

REFLECTIVE
Energized by inner resources,
internal experiences.



E's may seem
shallow to I's.

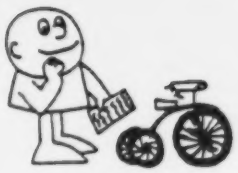
I's may seem
withdrawn to E's.

Needs introversion
for balance.

Needs extraversion
for balance.

SENSING

TENDENCIES/
CHARACTERISTICS

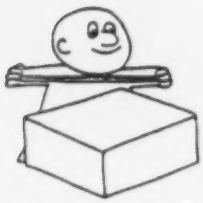


DIRECTION
Reads instructions, notices details.

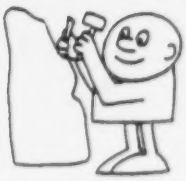
HUNCHES
Skips directions, follows hunches.

INTUITION

TENDENCIES/
CHARACTERISTICS



FACTS
Likes things that are definite, measurable.



INNOVATION
Likes opportunities for being inventive.

REPETITION
Likes set procedures, established routines.

VARIETY
Likes change and variety.

PRACTICAL
Prefers handling practical matters.

IMAGINATIVE
Prefers imagining possibilities.

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SENSING

TENDENCIES/ CHARACTERISTICS

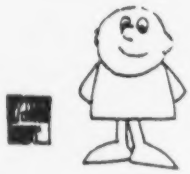
SEQUENTIAL
Starts at the beginning, takes a step at a time.

RANDOM
Jumps in anywhere, leaps over steps.

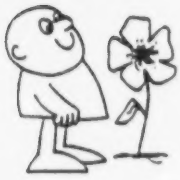
INTUITION

TENDENCIES/ CHARACTERISTICS

DETAILS
Looks at specific parts and pieces.



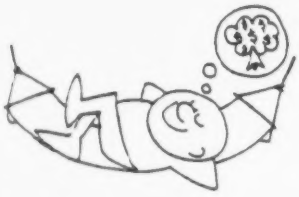
PATTERNS
Looks at patterns and relationships.



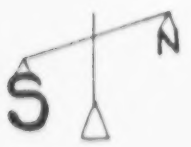
PRESENT
Lives in the present, enjoying what's there.

FUTURE
Lives toward the future, anticipating what might be.

S's may seem materialistic and literal-minded to N's.



N's may seem fickle, impractical dreamers to S's.



Needs intuition for balance.

Needs sensing for balance.

THINKING

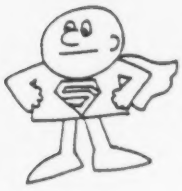
TENDENCIES/ CHARACTERISTICS

THINKING
Takes a long view.

FEELING
Takes an immediate and personal view.

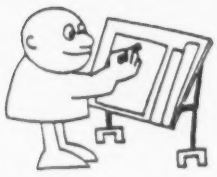
FEELING

TENDENCIES/ CHARACTERISTICS



JUSTICE
Concerned for truth, justice.

HARMONY
Concerned for relationships, harmony.



ANALYZE
Good at analyzing plans.

EMPATHIZE
Good at understanding people.

OBJECTIVE
Goes by logic.

SUBJECTIVE
Goes by personal convictions.

THINKING

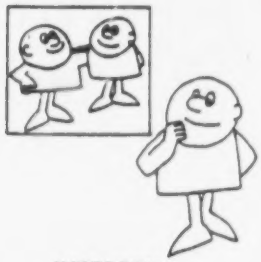
TENDENCIES/ CHARACTERISTICS

HEAD
Decides with the head.

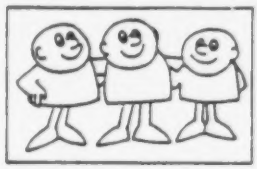
HEART
Decides with the heart.

FEELING

TENDENCIES/ CHARACTERISTICS



IMPERSONAL
Sees things as on-looker, from outside a situation.



PERSONAL
Sees things as a participant, from within a situation.

CRITICIZE
Spontaneously finds flaws, criticizes.

APPRECIATE
Spontaneously appreciates.

T's may seem cold and condescending to F's.

F's may seem fuzzy-minded and emotional to T's.

T's need feeling for balance.

F's need thinking for balance.

JUDGMENT

TENDENCIES/ CHARACTERISTICS

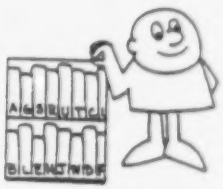
CONTROL
Likes to have life under control.

EXPERIENCE
Prefers to experience life as it happens.

PERCEPTION

TENDENCIES/ CHARACTERISTICS

ORGANIZED
Prefers an organized lifestyle.



FLEXIBLE
Prefers a flexible lifestyle.

STRUCTURE
Likes definite order and structure.

FLOW
Likes going with the flow.

DECISIVE
Enjoys being decisive.

CURIOUS
Enjoys being curious, discovering surprises.

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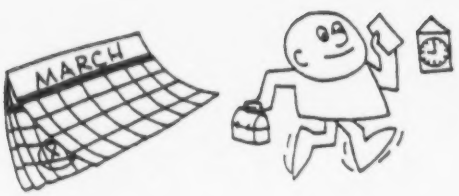
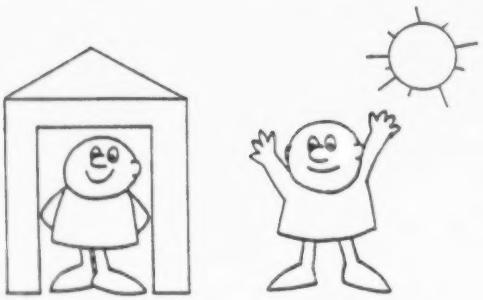
JUDGMENT

TENDENCIES/ CHARACTERISTICS



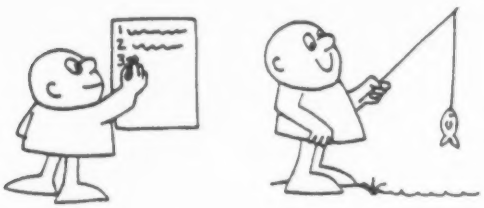
PLAN
Handles deadlines, plans in advance.

WAIT
Meets deadlines by last minute rush.



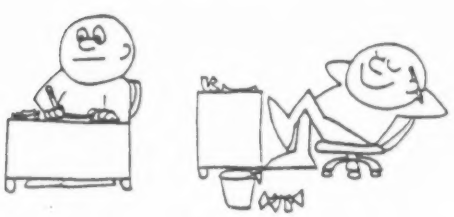
CLOSURE
Feels comfortable establishing closure.

OPENNESS
Feels comfortable maintaining openness.



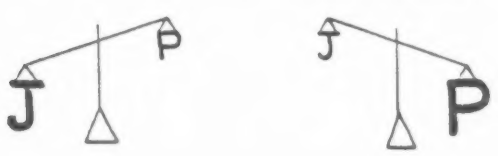
DELIBERATE
Likes clear limits and categories.

SPONTANEOUS
Likes freedom to explore without limits.



J's may seem demanding, rigid, uptight to P's.

P's may seem disorganized, messy, irresponsible to J's.



Needs perception for balance.

Needs judgment for balance.

PERCEPTION

TENDENCIES/ CHARACTERISTICS

Expectations of Work Choices for Each MBTI Preference

Isabel Myers developed the following work expectations for each preference.

Extraverts: Work interactively with a succession of people, or with activity outside the office or away from the desk.

Introverts: Work that permits some solitude and time for concentration.

Sensing types: Work that requires attention to details and careful observation.

Intuitive types: Work that provides a succession of new problems to be solved.

Thinking types: Work that requires logical order, especially with ideas, numbers, or physical objects.

Feeling types: Work that provides service to people and a harmonious and appreciative work environment.

Judging types: Work that imposes a need for system and order.

Perceptive types: Work that requires adapting to changing situations, or where understanding situations is more important than managing them.

Table 7.1 Effects of extraversion-introversion in work situations

Extraverts	Introverts
Like variety and action.	Like quiet for concentration.
Tend to be faster, dislike complicated procedures (especially ES types).	Tend to be careful with details, dislike sweeping statements (especially IS types).
Are often good at greeting people (especially EF types).	Have trouble remembering names and faces (especially IT types).
Are often impatient with long, slow jobs.	Tend not to mind working on one project for a long time uninterruptedly.
Are interested in the results of their job, in getting it done, and in how other people do it.	Are interested in the idea behind their job.
Often do not mind the interruption of answering the telephone (especially EF types).	Dislike telephone intrusions and interruptions (especially IT types).
Often act quickly, sometimes without thinking.	Like to think a lot before they act, sometimes without acting.
Like to have people around (especially EF types).	Work contentedly alone (especially IT types).
Usually communicate freely (especially EF types).	Have some problems communicating (especially IT types).

Table 7.2 Effects of sensing-intuition in work situations

Sensing Types	Intuitive Types
Dislike new problems unless there are standard ways to solve them.	Like solving new problems.
Like an established order of doing things (especially SJ types).	Dislike doing the same thing repeatedly (especially NP types).
Enjoy using skills already learned more than learning new ones.	Enjoy learning a new skill more than using it.
Work more steadily, with realistic idea of how long it will take (especially IS types).	Work in bursts of energy, powered by enthusiasm, with slack periods in between (especially EN types)
Usually reach a conclusion step by step (especially IS types).	Reach a conclusion quickly (especially EN types).
Are patient with routine details (especially ISJ types).	Are impatient with routine details (especially ENP types).
Are impatient when the details get complicated (especially ES types).	Are patient with complicated situations (especially IN types).
Are not often inspired, and rarely trust the inspiration when they are inspired.	Follow their inspirations, good or bad (especially with inadequate type development).
Seldom make errors of fact.	Frequently make errors of fact.
Tend to be good at precise work (especially IS types).	Dislike taking time for precision (especially EN types).

Table 7.3 Effects of thinking-feeling in work situations

Thinking Types	Feeling Types
Do not show emotion readily and are often uncomfortable dealing with people's feelings (especially IT types).	Tend to be very aware of other people and their feelings (especially EF types).
May hurt people's feelings without knowing it.	Enjoy pleasing people, even in unimportant things.
Like analysis and putting things into logical order. Can get along without harmony.	Like harmony. Efficiency may be badly disrupted by office feuds.
Tend to decide impersonally, sometimes paying insufficient attention to people's wishes.	Often let decisions be influenced by their own or other people's personal likes and dislikes.
Need to be treated fairly.	Need occasional praise.
Are able to reprimand people or fire them when necessary.	Dislike telling people unpleasant things.
Are more analytically oriented—respond more easily to people's thoughts (especially IT types).	Are more people oriented—respond more easily to people's values.
Tend to be firm-minded.	Tend to be sympathetic.

Table 7.4 Effects of judgment-perception in work situations

Judging Types	Perceptive Types
Work best when they can plan their work and follow the plan.	Adapt well to changing situations.
Like to get things settled and finished.	Do not mind leaving things open for alterations.
May decide things too quickly (especially EJ types).	May have trouble making decisions (especially IP types).
May dislike to interrupt the project they are on for a more urgent one (especially ISJ types).	May start too many projects and have difficulty in finishing them (especially ENP types).
May not notice new things that need to be done.	May postpone unpleasant jobs.
Want only the essentials needed to begin their work (especially ESJ types).	Want to know all about a new job (especially INP types).
Tend to be satisfied once they reach a judgment on a thing, situation, or person.	Tend to be curious and welcome a new light on a thing, situation, or person.

Effects of Each Preference in Work Situations

Extraverts	Introverts
Like variety and action	Like quiet for concentration
Are often good at greeting people	Are good at remembering names and faces
Are sometimes impatient with long, slow jobs	Can work on one project for a long time without interruption
Are interested in how others do their jobs	Are interested in the ideas behind the job
Often enjoy talking on the phone	Dislike telephone interruptions
Often act quickly, sometimes without thinking	Think before they act, sometimes without acting
Like to have people around in the working environment	Work alone contentedly
May prefer to communicate by talking rather than writing	May prefer communications to be in writing
Like to learn a new task by talking it through with someone	May prefer to learn by reading rather than talking or experiencing

Sensing Types	Intuitive Types
Are aware of the uniqueness of each event	Are aware of new challenges and possibilities
Focus on what works now	Focus on how things could be improved
Like an established way of doing things	Dislike doing the same thing repeatedly
Enjoy applying what they have already learned	Enjoy learning new skills
Work steadily, with a realistic idea of how long it will take	Work in bursts of energy powered by enthusiasm with slack periods in between
Usually reach a conclusion step by step	May leap to a conclusion quickly
Are not often inspired, and may not trust the inspiration when they are	Follow their inspirations and hunches
Are careful about the facts	May get their facts all wrong
May be good at precise work	Dislike taking time for precise work
Can overcomplicate a task	Can overcomplicate a task
Accept current reality as a given to work with	Envision how things could be

Thinking Types	Feeling Types
Are good at putting things in logical order	Like harmony and work to make it happen
Respond more to objective ideals than their feelings	Respond to people's values and wishes as well as their thoughts
Anticipate logical consequences of choices	Are good at seeing the consequences of choices for people
Like to be respected	Like to be appreciated
Can be unaware of feelings involved	Can be unaware of logic involved
Can be critical, analytical	Can be too personal, accepting
Can be good at analyzing what went wrong	Can be good at motivating people
Can be unaware of people's feelings	Can be unaware of their own needs

Judging Types	Perceiving Types
Like to have things settled and finished	Like to keep things open and flexible
Work first, play later	Play first, work later
Plan projects early, to avoid last-minute urgency	Can work well under pressure at the last minute
Like to know what is expected in their work	Like to understand what is expected, but may not do it
Schedule time to be sure that each step gets done on time	Can be late, miss deadlines
Like to be finished	Like to keep their options open

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Comparison of Sensing and Intuition

Sensing ——+—— Intuition

Mode of Perception

five senses (experience)	"sixth sense" (possibilities)

Focus

details	patterns
practicality	innovation
reality	expectation
present enjoyment	future achievement

Orientation

live life as it is	change, rearrange life

Work Environment

prefers using learned skills	prefers adding new skills
pays attention to details	looks at the "big picture"
patient with details and makes few factual errors	patient with complexity

Comparison of Thinking and Feeling

Thinking ——+—— Feeling

Focus

logic of a situation	human values and needs
things	people
truth	tact
principles	harmony

Work Environment

brief and businesslike	naturally friendly
impersonal	personal
treats others fairly	treats others as they need to be treated

Contribution to Society

intellectual criticism	loyal support
exposure of wrongs	care and concern for others
solutions to problems	zest and enthusiasm

SENSING PLUS FEELING

S F

SYMPATHETIC AND FRIENDLY

Like using abilities in PRACTICAL HELP AND SERVICES TO PEOPLE

- - - - - - - - -

Patient Care
Community Service
Sales
Teaching
and many more.

SENSING PLUS THINKING

S T

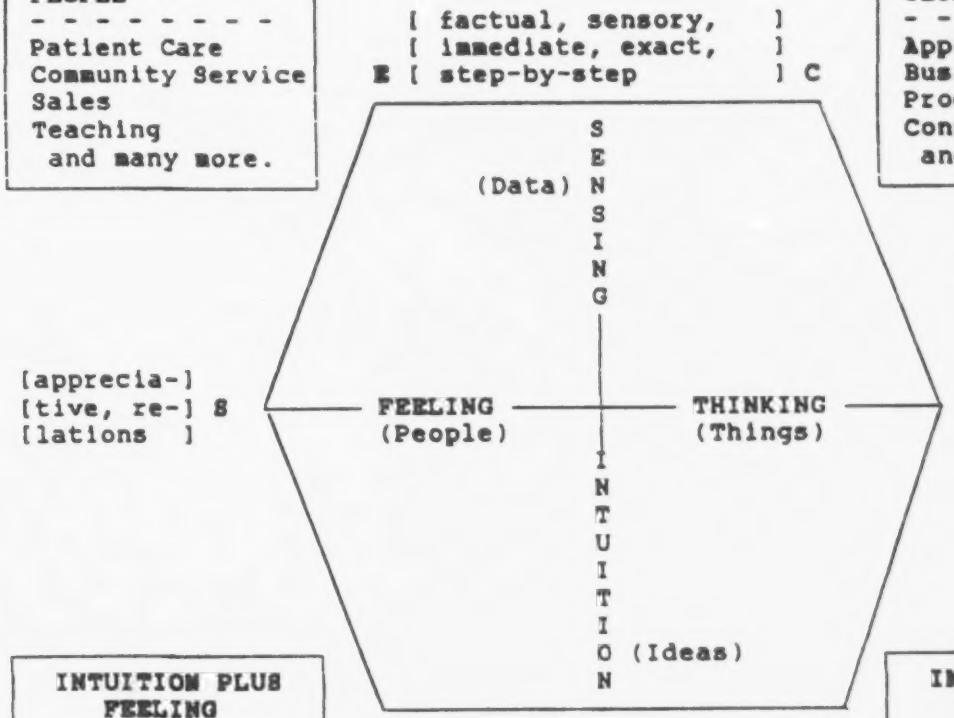
PRACTICAL AND MATTER-OF-FACT

Like using abilities in TECHNICAL SKILLS WITH FACTS AND OBJECTS

- - - - - - - - -

Applied Science
Business
Production
Construction
and many more.

COMBINED HOLLAND AND MBTI MODELS



INTUITION PLUS FEELING

N F

ENTHUSIASTIC AND INSIGHTFUL

Like using abilities in UNDERSTANDING & COMMUNICATING WITH PEOPLE

- - - - - - - - -

BEHAVIORAL SCI.
RESEARCH
LITERATURE & ART
TEACHING
and many more.

INTUITION PLUS THINKING

N T

LOGICAL AND INGENIOUS

Like using abilities in THEORETICAL AND TECHNICAL DEVELOPMENTS

- - - - - - - - -

PHYSICAL SCIENCE
RESEARCH
MANAGEMENT
FORECAST/ANALYSIS
and many more.

Adapted from Understanding the Type Table, M.H. McCaulley.

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MYERS-BRIGS TYPE INDICATOR

SELF-RATING EXERCISE

Directions: In this exercise the facilitator will introduce you to the preferences you identify through the Myers-Briggs Type Indicator. Please mark your preference on the scales provided. Note: five (5) is most like the preference while one (1) is least like the preference.

Extraversion:
more at home in the outer world of people and things...

5	4	3	2	1	1	2	3	4	5

Introversion:
more at home in the inner world of ideas...

Sensing:
rather work with known facts and relationships...

5	4	3	2	1	1	2	3	4	5

Intuiting:
rather look for possibilities...

Thinking:
base judgements more on impersonal facts and analysis...

5	4	3	2	1	1	2	3	4	5

Feeling:
base judgements more on personal values...

Judging:
like a more planned and orderly life...

5	4	3	2	1	1	2	3	4	5

Perceiving:
like a more flexible, spontaneous way of life...

I self-rate my type as:

Like and Do Well Grid

Things I like and I do well:	Things I like but I do not do well:
Things I do not like but I do well:	Things I do not like and I do not do well:

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Individual Effectiveness

1. Over the last few years, think of a time when you were very effective. Then ask yourself the following questions:

   a. What did I do?

   b. How did it reflect my type?

   c. How did I feel?

   d. How did others react (if others were involved)?

2. Over the last years, think of a time when you were not effective. Then ask yourself the following questions:

   a. What did I do?

   b. How did it reflect my type?

   c. How did I feel?

   d. How did others react (if others were involved)?

   e. How could I have been more effective (explain in type terms)?

3. Over the last few years, think of a time when you probably called on your least preferred function. Then ask yourself the following questions:

   a. What did I do?

   b. How did it reflect my type?

   c. How did I feel?

   d. How did others react (if others were involved)?

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Questions for Women Employed in Nontraditional/Technical Fields

Name of Employee	Company
Position	Contact Phone Number

1. Describe your job. (Students would appreciate a copy of your job description if you are allowed to share it.)
2. What kind of education was required for your entry-level position?
3. What kinds of hours do you work in your position?
4. What is the salary range for your position?
5. In what environment do you perform your work?
6. What kind of advancement is available in your company for people in your occupation?
7. What it the long-range (next ten years) outlook for people in your occupation?
8. What further education might you need to advance in your career area?
9. Is your position a union or nonunion job? Are you required to join a union or is it optional?
10. **Why** do you enjoy your job?

Please feel free to provide any additional information about your position or company that you think would be useful to the participants.

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Decision Making Styles

Answer the following questions about two decisions you made recently.

A. The decision to enter this program.

1. Define the problem/issue as clearly as you can:

2. Did you do anything to avoid making this decision?

3. What options did you consider?

4. What did you do to find out more about your options?

5. Did you discuss your options with anyone? Who? Why did you choose that person?

6. What factors did you consider?

7. Did you make the decision and then change your mind?

8. How long did it take to make a decision?

9. What was the most important factor in the decision you finally made? Why?

10. How much of the decision was based on:
    A. ____% facts and ____% feelings
    B. ____% what other people wanted/____% what was most convenient/____% my values and beliefs

11 What was your final decision?

12. What happened after you made this decision? Did you stick with it? If not, what cause you to change your mind?

13. Are you satisfied with the decision you made?

Decision Making Styles

Answer the following questions about two decisions you made recently.

B. A problem you had to solve.

1. Define the problem/issue as clearly as you can:

2. Did you do anything to avoid making this decision?

3. What options did you consider?

4. What did you do to find out more about your options?

5. Did you discuss your options with anyone? Who? Why did you choose that person?

6. What factors did you consider?

7. Did you make the decision and then change your mind?

8. How long did it take to make a decision?

9. What was the most important factor in the decision you finally made? Why?

10. How much of the decision was based on:
    A. ____% facts and ____% feelings
    B. ____% what other people wanted/____%what was most convenient/____% my values and beliefs

11 What was your final decision?

12. What happened after you made this decision? Did you stick with it? If not, what cause you to change your mind?

13. Are you satisfied with the decision you made?

SHORT TEST FOR DECISION-MAKERS

Write True or False as quickly as you can without spending too much time:

_____ 1. I make quiet times by myself to sort things out.

_____ 2. I recognize signs in myself leading to need for a decision(e.g. excitement, anxiety, frustration, pains in head and/or stomach.

_____ 3. I face difficult decisions head on.

_____ 4. I act rather than drift and just let things happen.

_____ 5. I keep up with each small decision as it comes along rather than wait for big ones.

_____ 6. I set goals.

_____ 7. I set priorities.

_____ 8. I do my own thinking rather than constantly ask others for advice.

_____ 9. I always try to have a back-up plan.

_____ 10. I like to take time for careful consideration when needed.

_____ 11. I usually review decisions of long standing to see if they are still valid.

_____ 12. I feel I can sense when to make a quick decision.

_____ 13. I prefer to make quick decisions about minor matters.

_____ 14. I usually face up to letting "the buck stop here."~

_____ 15. I like to see an opportunity in each crisis.

decision.mjc

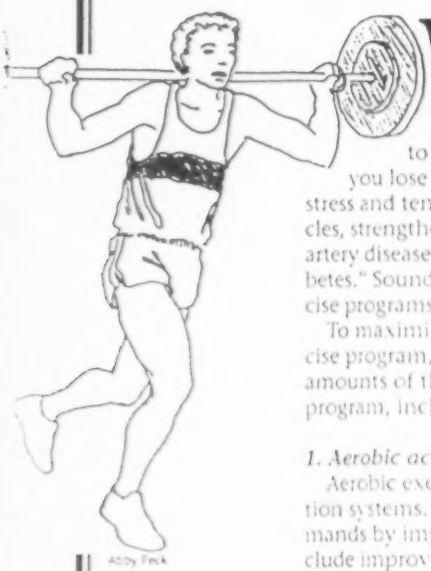
Comes the Dawn

After a while you learn the subtle
difference
Between holding a hand and sharing
a life
And you lean that love doesn't mean
possession
And company doesn't mean security
And loneliness is universal.
And you learn that kisses aren't
contracts
And presents aren't
promises
And you begin to accept your
defeats
With the grace of a woman
Not the grief of a child.
And you learn to build your hope on
today
As the future has a way of falling apart in
mid-flight, because
tomorrow's ground can be too uncertain
for plans
Yet each step taken in a new direction creates a
path towards the promise of a brighter
dawn.
And you lean that even sunshine
burns
If you get to much
So you plant your own garden
And nourish your own soul,
Instead of waiting for someone to bring you
flowers.
And you learn that love, true love,
Always has joys and sorrows.
Seems ever present, yet is never quite the same.
Becoming more than love and less than love,
so difficult to define.
And you lean that through it all,
You really can endure.
That you really are strong.
That you do have value,
And you lean and grow.

With every goodbye – YOU LEARN!!

By Barbara A. Brehm, Ed.D.

How much exercise?



WHEN YOU READ about the health benefits of physical activity, it almost sounds like an ad for snake oil. "When used according to directions, this product can help you lose weight, age more slowly, reduce stress and tension and sleep better; it tones muscles, strengthens joints and bones, and prevents artery disease, high blood pressure and diabetes." Sounds too good to be true. Do all exercise programs really deliver all of these benefits?

To maximize the health benefits of your exercise program, you need to include the right amounts of the right kinds of activities in your program, including:

1. Aerobic activity

Aerobic exercise challenges energy production systems. Our bodies adapt to exercise demands by improving these systems. Benefits include improved fat metabolism and higher levels of HDL cholesterol (the "good" kind associated with reduced risk of artery disease). Greater insulin sensitivity (cells respond better to insulin) results in better blood sugar regulation, which also reduces artery disease risk. Regular aerobic exercise reduces the tendency of blood platelets to clump together, thus decreasing the likelihood of dangerous blood clots. The heart becomes a more efficient pump and beats more slowly at rest. Aerobic exercise requires energy expenditure; we burn calories that might otherwise be destined for storage as fat.

2. Resistance training

When we apply force against a resistance, such as elastic bands or a stack of weights, our muscles, bones and joints adapt by becoming stronger. Denser bones are more resistant to osteoporosis, and stronger muscles and joints are less prone to injury. Maintaining adequate strength is especially important as we age. Many older adults become so weak they can no longer perform the essential tasks required for independent living, such as grocery shopping and meal preparation. While some loss of strength does appear to be an inevitable part of the aging process, much of the decrease in strength observed in many older people is due to a sedentary lifestyle. Some researchers have noted that with regular resistance training, such age-related loss of function could be postponed at least 10 to 20 years for most people.

You can start small, build slowly, expand your zone of comfort and reap long-term health and appearance benefits.

3. Stretching

Adequate joint flexibility prevents injury and chronic musculoskeletal problems, such as low-back pain. Like strength, flexibility declines as we age. Regular stretching can slow this decline and reduce that stiffness that keeps us from enjoying activity.

Basic health-fitness exercise recommendations

The following are recommendations for the minimal amount of exercise required for producing the benefits described above:

Aerobic activity:	3 to 5 times per week 20 to 60 minutes per session
Resistance training:	2 times per week 8 to 12 reps per exercise 8 to 10 exercises, including all muscle groups
Stretching:	3 to 5 times per week

Aerobic exercise appears to be beneficial even at fairly low intensities. But the lower the intensity, the longer the workout duration needs to be. In other words, 20 minutes per session is enough if you are working at a high intensity. If you are walking at a moderate pace, 45 minutes to an hour would be a better length.

Of course, you will want to be sure any changes you make in your exercise program are right for you, and that you are performing new exercises safely and effectively. Check with your doctor if you have health risks or concerns.

Every activity counts

In addition to the basic recommendations given above, daily activity of every kind contributes to physical fitness and good health. Taking the stairs instead of the elevator, walking your errands, volleyball on the beach, working in the garden, playing with the kids. All burn calories and contribute to a high-energy lifestyle that reduces risk of heart disease.

Start slowly

If you are new to exercise, build your exercise program gradually. You are in it for the long haul — it's a lifetime of activity that counts. Ask your instructor for help designing a program that is right for you, one that takes into consideration your health concerns and fitness goals. Your objective for the first few months is to stay injury-free and healthy, and set up a routine that's going to become a lifelong habit.

The bottom line: Anything is better than nothing!

Do these recommendations seem overwhelming? Start small! What about two exercise sessions per week that include some aerobic exercise, 10 to 15 minutes of weight work and five minutes of stretching. Maybe a walk on the weekend. This routine would contribute significant health benefits over the years. ❑

YWCA
WAUKESHA • CHRISTOPH MEMORIAL YWCA

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YWCA

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STUDENT HANDOUT

By Shelley Dace

An Exercise Fact Sheet

If you're like most people beginning an exercise program, you have plenty of questions about working out. Here are some questions that are frequently asked at our club. Maybe the responses will help you obtain your fitness goals.

Q: How much should I exercise?

A: That depends on the kind of exercise you do and your fitness goals. If you want to benefit your heart and lungs—and burn fat—you should participate in a program of aerobic exercise (literally "with oxygen"), featuring activities such as running, biking, brisk walking or dance exercise, three days a week. If you want to become stronger, tone your muscles or increase muscle endurance, you'll become involved in a strength-training program two or three days a week. (See sidebar "Recommended Exercise Guidelines" for specifics.) A well-balanced exercise program will include both elements, as well as rest or "easy" days to allow the body to recover from vigorous activity.

Remember, you don't have to be a "superexerciser" to get the exercise you need for conditioning and cardiorespiratory fitness. To determine what's right for you, seek the advice of a fitness professional on which activities best suit your fitness level and will accomplish your goals.

Q: What does it mean if I'm sore the day after a workout? What if I feel pain when I exercise?

A: It's normal to feel some muscle stiffness and soreness when starting any new physical activity, either immediately following the workout or the next day. Your body will adapt to the new stress after a few sessions. As you become more fit, you'll be able to do more activity without discomfort.

Pain during exercise, however, is an indication that something is wrong. You may have pushed yourself too hard and suffered an injury, such as a slight muscle tear. Or maybe you just need better-fitting shoes! Slow down or stop and consult your trainer or instructor.

Q: Is spot reducing the best way to get rid of fat in problem areas, such as the stomach?

A: Spot reducing is the notion that performing an exercise for one body part over and over will reduce the fat in that area. It's everyone's dream answer to "beer belly" and "saddle bag" nightmares. But only muscle can be toned, say exercise physiologists, and that's not muscle hanging over your belt—it's fat. Heredity largely determines where fat is distributed on your body and you can't change that. You can, however, burn fat through aerobic exercise and reduce the size you are, becoming a smaller version of your current self. Add strength training to help you reshape.

Q: I'm exercising regularly and eating right. Why aren't I losing weight? I look good, but I feel I weigh too much.

A: Let's throw away those height and weight charts and get out the fat calipers. Getting fit is no longer a question of losing weight, but of altering your body composition (the ratio of muscle to fat), according to Rick DeLorme, MA, MS, and Fred Stransky, PhD, authors of *Fitness and Fallacies.*

As you participate in aerobic exercise, you burn calories, speed up your metabolism and lose fat and weight. Strength training (on machines or using free weights) enlarges individual muscle fibers. Since muscle is denser than fat, it weighs more. Together, aerobics and strength training will help you reduce your excess fat and shape your body. The result? A trimmer, more toned appearance that is reflected in the mirror and not necessarily on the bathroom scale. Let how you feel, and how your clothes fit, be your guide. ■

Recommended Exercise Guidelines

The ACSM has issued its 1990 exercise guidelines for developing and maintaining fitness in healthy adults. They form an excellent basis for an exercise program. The recommendations are:

Aerobic Exercise:
3 to 5 days a week, 20 to 60 minutes of continuous activity at 60 to 90 percent of maximal heart rate

Resistance Training:
2 nonconsecutive days a week minimum, one set of 8 to 12 repetitions of 8 to 10 exercises that condition the major muscle groups

Shelley Dacey is the aerobics director and a personal trainer at the Racquet Club of Pittsburgh in Monroeville, Pennsylvania, and is IDEA Foundation certified.

IDEA
The Association for Fitness Professionals

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STRETCH FOR SUCCESS

Proper techniques for achieving greater flexibility

PART 2

Stretching allows you to develop the flexibility to gain maximum benefit from your exercise routine. But if it is not done correctly you won't gain from stretching, or worse you could harm yourself. Here's how to spend the first and last part of every workout for the best results.

Breathe slowly & don't bounce

Flexibility exercises should be performed without movement. Each stretching position should be held for 30 seconds or more to achieve best results. Some stretches will probably be more difficult at first, so it may be necessary to work up to 30 seconds. It helps to move into the stretching position during an exhalation. Then, continue to breath slowly as you hold the stretch. Ballistic or bouncing stretches result in activation of the 'stretch reflex.' This results in contraction of the muscles being stretched. Therefore, ballistic stretching is counterproductive, more likely to result in injury and should be avoided.

Pain? No gain

Like any other type of training, intensity is a basic principle for flexibility. To avoid injury and discouragement, it is important that a stretch does not cause pain. While stretching, you should feel tension as the muscles are gently pulled, but there should be no pain. If you notice that the muscle being stretched is shaking uncontrollably, then you have stretched too far. Gradually work up to your flexibility goals. Flexibility takes time and persistence.

Warm up before stretching

There are many appropriate times to stretch. It is helpful to stretch before exercise to prepare the muscles for activity. However, a warm-up (light exercise) should be done first, as stretching cold muscles can cause injury. After exercise, stretching results in the greatest gains in mobility. When the body is warm, the muscles are most responsive to stretching. Many people stretch before bed or while watching TV to promote relaxation. Some people enjoy stretching in the morning to prepare for the day and to eliminate stiffness. As a minimum, stretching should be performed 3 days per week, and preferably after every exercise session. It is not unusual for individuals to stretch before and after every exercise session.

Hold for 30 seconds...

As mentioned above, each stretch should be held for 30 seconds. Stretching sessions before or after exercise should focus on the muscle groups active during the exercise. Therefore, 6-10 stretches in a session includes the major muscle groups involved in the exercise. A simple calculation reveals that this will only take about 5 minutes per session, a small commitment that will result in great physical benefit!

Other techniques

There are several other ways to improve flexibility in addition to static stretching. Partner stretches, in which another person helps to move the body into a stretching position, are beneficial but require practice and a proper feel.

If done carelessly, this type of stretching can result in injury. Contract-relax techniques are used to increase flexibility and strength at extreme ends of the range of motion.

These techniques are common with gymnasts and dancers who require great flexibility and strength. Passive range of motion exercises are commonly done to increase flexibility in injured limbs.

This article is not intended to provide medical advice which should be obtained directly from your doctor.

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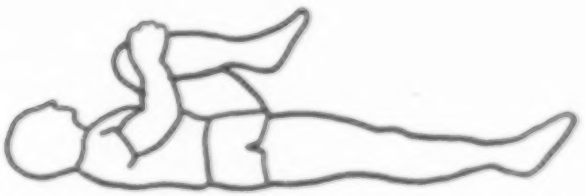
GETTING THE RANGE

Simple stretches to improve your exercise and prevent injury

You need to stretch your muscles at each major joint in your body at least three times per week. This is necessary to keep them flexible and help avoid strains.

The main reasons for stretching muscles before exercising are to avoid "pulled muscles" and to increase your range of motion. Exercise makes you stretch your muscles beyond the usual length when not exercising. If the muscle cannot easily meet the demand for more length or for more force, there is danger of strain. Routinely stretching muscles builds muscle fitness, slowly decreasing your risk of strain. Below are suggested stretches for major muscle groups. You may wish to add your own. Schedule time to do these stretches at least three time a week (before and/or after exercise, or other times). Do what feels best for you. Each stretching should be done in the following manner:

- ✗ Stretch until you feel tension in your muscles, not pain or discomfort.
- ✗ Hold your stretch for 30 seconds or so.
- ✗ Do not bounce. Bouncing tends to overextend the muscles and increase the likelihood of strain.
- ✗ Stretch gently and slowly.



○ Gluteus Maximus (Buttocks) Stretch

Lie on your back. If you can, keep your head on the floor and pull your right leg toward your chest. Hold for 30 seconds. Then switch legs. Stretch gently and steadily.

○ Thigh Stretch

Hold your right foot in your left hand. Slowly pull the heel of your left foot toward your buttocks. Use your right hand to keep your balance. Stretch gently, steadily and do not bounce. Hold for 30 seconds and then switch legs.

○ Shoulder Stretch

Put your hands together behind your back. Lift your arms up. Hold for 30 seconds. Stretch gently.

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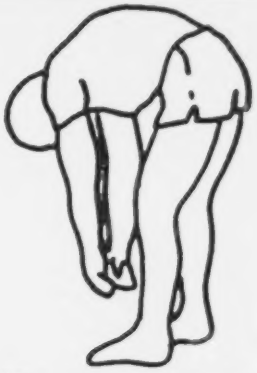
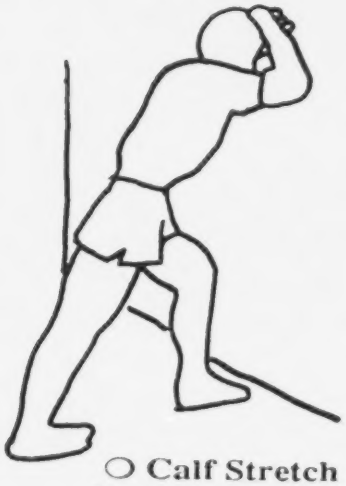


○ Hamstring Stretch

Stand with your feet at shoulders' width apart with toes pointed straight ahead. Bend slowly forward. With your knees slightly bent, stretch gently, steadily and do not bounce. Relax your neck and arms. Hold for 30 seconds.

○ Side & Arm Stretch

Stand with your knees slightly bent. Gently pull your elbows behind your head as you bend to the side. Hold for 10 seconds and then switch sides. Stretch gently.



○ Calf Stretch

Face a wall. Rest your forearms on the wall with your forehead on the back of your hands. Bend one knee and move it toward the wall. The back leg should be straight with the foot flat and pointed straight ahead. Move your hips forward until you feel the stretch. Stretch gently and steadily. Do not bounce. Hold for 30 seconds and then switch legs.

TIP

Try a few stretches on breaks if you work in an office. Especially try stretching your hamstrings, back, and shoulders (by bending). This feels good and gives you more energy.

Make changes in exercise speed gradually.

If you try doing some activity harder or faster than normal so that you increase the usual range of motion or force demanded of your muscles, your muscles will get sore. For example, if you run sprints or run a lot faster than your normal pace, your leg muscles may be sore in the morning.

Muscles are very specialized. You train them to run in a certain range of motion and exert a certain level of force. When you go beyond that range, you are likely to cause soreness.

How sore? It depends on the increase in the range of motion and the force demanded and for how long.

To increase your speed or your ability for quick action, go slowly. Stretching will not prevent soreness here. Muscles change conditions slowly. Play your first game of basketball or racquet sports at less than full force. Volley for fun, not to win. Gradual change helps to avoid unnecessary pain.

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Exercise and Body Types

ECTOMORPH

DESCRIPTION: Long, rectangular shape; flat-chested, slender in hips, no defined waist. Poorly muscled on trunk and limbs. Small-boned, limbs longer in relation to trunk. Relatively lower body fat than other types because of low body weight, but can have a high fat to muscle ratio due to poorly developed muscles. Faster metabolism.

EXERCISE EFFECTS: Weight training can strengthen and build up the weak musculature, but will require more effort. The already slender body can develop a leaner look by removing extra fat.

EXERCISE GOALS: Endurance, improved muscle definition—especially on limbs—strengthening of abdominal muscles.

EXERCISE PLAN: Aerobic: running, walking or aerobic dance, 20–60 minutes, 3–5 days per week.

Strength training should emphasize arm and leg work and abdominals. Use increasingly heavy resistance to build muscles.

ENDOMORPH

DESCRIPTION: Round, soft, pear-shaped body; more fat distributed at the hips and thighs. Small to medium bones. Muscles not well defined. Higher fat-to-muscle ratio on trunk and limbs. Shorter limbs relative to trunk. Slower metabolism.

EXERCISE EFFECTS: Exercise helps with fat loss, but fat will appear to drop slowly off this body type due to higher fat content. Needs weight training to develop muscle definition.

EXERCISE GOALS: Endurance, fat loss, building or maintenance of muscles.

EXERCISE PLAN: Aerobic, especially non-weight-bearing or low impact, of low intensity and long duration: swimming, water aerobics, bicycling, low-impact aerobics, walking, 30–60 minutes, 3–7 days per week. Vary activity.

Example: walk 2 days/week, low impact 3 days/week, water aerobics 2 days/week.

Strengthen with weight training, emphasizing upper-body exercises. Developing upper body will help balance proportion to lower body.

MESOMORPH

DESCRIPTION: Hourglass shape; broader at the shoulders and hips, narrower at the waist. Well-developed and defined muscles on limbs and trunk. High muscle-to-fat ratio. Medium- to large-boned. This symmetrical body can look fit even without exercise. Moderate metabolism.

EXERCISE EFFECTS: Leanness, more muscle definition with a minimum of exercise. Quick to drop fat.

EXERCISE GOALS: Increased endurance, maintenance of muscle definition, relaxation of tight muscles.

EXERCISE PLAN: Aerobic: walking, running, aerobic dancing, 20–60 minutes, 60–70% maximum heart rate, 3–5 times per week.

Pre- and postexercise stretching emphasizing neck, shoulders, hamstrings, calves.

Strengthening, particularly front leg muscles to balance strong posterior calf muscles.

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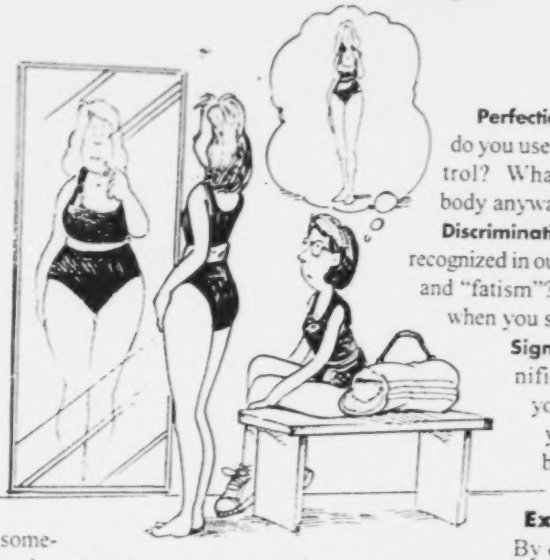
IDEA International Association of Fitness Professionals

FITNESS HANDOUT

BY ELLEN EVANS, MS

YWCA

Improve Your Body Image



Mirror, mirror, on the wall, who's the fairest of them all? The mirror's reflection as interpreted by your "mind's eye" is your personal body image. Body image can be defined as how you perceive your body—what it looks like to you and what you think it looks like to others. An infinite number of body shapes, sizes and features exist in this society, and yet society tries to convince you that only a few body types are desirable. This tremendous pressure to conform to the ideal types can sometimes trick you into believing that if you have a socially desirable body shape, you are also confident, successful and intelligent.

The reality is that most of us will never measure up to the social ideal, even though we receive the message that we can if we just try hard enough. Constant striving to reach the unattainable may set you up for a life filled with unhappiness, discontent, depression and low self-esteem. As you read on, try to be objective about yourself while you learn ways to maintain a healthy body image!

Genetic or Environmental?

Consider the following factors and examine how they may have contributed to your current body image. One way to do this is to write down your thoughts on these issues in a body image journal.

Media. What message do magazines, television, movies and other media give you about the ideal body?

Family. Which family members served as role models for you? How did they feel about their bodies? What did they tell you about your body?

Physical/sexual abuse. Have you come to terms with any abuse in your past or present? If not, have you sought professional assistance?

Lack of accurate facts on a healthy body. Faulty facts range from weight charts to your friend's latest diet plan. Find out if your measurement instruments and sources are reputable.

Childhood experiences. Can you recall praise and criticism from your childhood? What do you remember from grade school, junior high, high school and college? How do these memories relate to your changing body?

Perfectionism. In this very complex world, do you use your body as a way to stay in control? What is the definition of a perfect body anyway?

Discrimination. Racism and sexism are easily recognized in our society, but what about "ageism" and "fatism"? What goes through your mind when you see a very overweight person?

Significant others. Does your "significant other" accept you the way you are, or is he/she trying to change you? Does he/she help or hurt your body image?

Exercise Your Mental Body

By changing how you look at yourself, you can improve your body image, no matter what your body looks like. Try some of the ideas listed below.

Critically evaluate your self-esteem. Because both body image and self-esteem are perceptions, they are not based on your physical appearance! Changing your body will not change your body image *or* your self-esteem unless you also change your perceptions about your body.

Decrease your negative self-talk. When you look in the mirror, strive to find things you like instead of things you want to change.

Learn to like yourself, whatever your shape and size. Accept what is instead of longing for what is not.

Take care of yourself on the inside first. Learn the basics of good nutrition and exercise. If you concentrate on your health, your appearance will take care of itself.

Set realistic goals. We all have a genetic factor when it comes to size and shape. It is nearly impossible to greatly change your body, at least long term, from its genetic blueprint. Celebrate your individuality!

Evaluate your time and energy expenditure in a given day. Pursuing the perfect body can take tremendous energy. Wouldn't you prefer to spend that energy on enjoying your relationships and life itself rather than using it to pursue the "perfect" body? ■

Ellen Evans, MS, is an exercise physiologist currently pursuing a doctorate in exercise science at the University of Georgia.

A service of IDEA, the international association of fitness professionals, the leading organization serving personal trainers, exercise instructors and business operators.

Illustration: Randy Verougstraete

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The Best Workout for Weight Loss

It seems to be endurance exercise and strength training, according to research by Wayne Westcott, Ph.D. You need endurance exercise (such as walking or cycling) to burn calories and improve cardiovascular fitness, along with strength exercise to add muscle and increase metabolic rate. See the chart below for the results of his eight-week program in which participants exercised three times a week.

Regimen	Body-Weight Loss	Fat-Weight Loss	Muscle-Weight Changes
Endurance Exercise Only (30 min)	4.0 lbs	3.5 lbs	-0.5 lbs
Endurance & Strength Exercise (15 min each)	8.0 lbs	10.0 lbs	+2.0 lbs

The key change is the muscle weight. "Every pound of muscle gained represents about fifty more calories burned per day, and thus a higher metabolic rate", says Dr. Westcott.

WEIGHT TRAINING circuit or muscle definition classes can help achieve your goal.

in SHAPE

STRETCHING LONGEVITY

Strength training adds health to years

A new study reveals that mature adults may get the greatest gain from strength training.

Years of disuse can cause muscles to weaken. Simple tasks such as unscrewing a lid or lifting a heavy object can be impossible or worse cause injury.

The solution is amazingly simple, a workout that includes lifting weights will restore lost muscle mass and make difficult tasks easier.

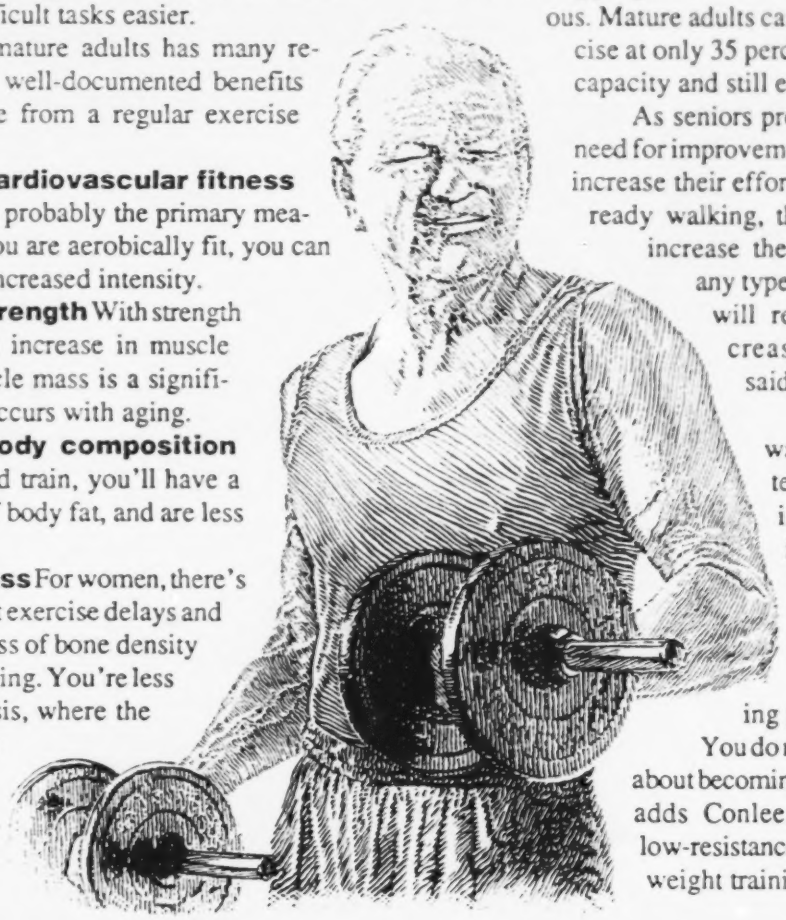
Exercise for mature adults has many rewards. Among the well-documented benefits you can experience from a regular exercise program are:

Improved cardiovascular fitness Aerobic capacity is probably the primary measure of fitness. If you are aerobically fit, you can work longer at an increased intensity.

Improved strength With strength training, there's an increase in muscle mass. Loss of muscle mass is a significant problem that occurs with aging.

Improved body composition As you exercise and train, you'll have a lower percentage of body fat, and are less likely to be obese.

Less bone loss For women, there's a lot of evidence that exercise delays and even reverses the loss of bone density that accompanies aging. You're less prone to osteoporosis, where the bones lose calcium and become more porous and brittle, more susceptible to breaks."



If you are interested in increasing your strength and endurance you should consider consulting your health care professional first. "Anyone over 35 who hasn't engaged in an exercise program for a time should consult a doctor before starting," said Robert Conlee, Exercise Physiologist.

Certain conditions such as heart disease, if undiagnosed, could be aggravated by the sudden start of an exercise program.

Once cleared you should not hit the weight rooms immediately. "Probably the best overall exercise for seniors is walking," Conlee maintains. "Walking itself has been found to be an excellent endurance program for the mature adult."

The walking program does not need to be strenuous. Mature adults can engage in exercise at only 35 percent of maximum capacity and still enjoy benefits.

As seniors progress and feel a need for improvement, they can then increase their efforts. "If they're already walking, they just need to increase the intensity, since any type of improvement will require some increased effort," he said.

If you are walking and are interested in pursuing a weight training program, you should consult a fitness professional to help create a training program.

You do not need to worry about becoming muscle-bound, adds Conlee. He advocates low-resistance, high-repetition weight training.

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Sexual Harassment

Harassment is illegal if it is based upon a protected group status. Harassment is defined as any unwanted, deliberate or repeated unsolicited comments, gestures, graphic materials, physical contacts, or solicitation of favors which is based upon one's group membership when:

1. *Submission to such conduct is made explicitly or implicitly a term or condition of an individuals' employment; or*

2. *Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individuals or*

3. *Such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.*

SEXUAL-HARASSMENT AWARENESS TEST

Directions: Next to each item below, circle the answer that indicates whether you think the statement is **True** or **False**.

True False 1. If an employee engages in conduct of a sexual nature in the presence of ten people, and only one person is offended, that person can complain of sexual harassment.

True False 2. Only a manager or supervisor can sexually harass an employee.

True False 3. A worker cannot sexually harass a supervisor.

True False 4. You have to actually touch or say something to an employee in order to commit an act of sexual harassment.

True False 5. If you are talking to a friend on the job about your sexual fantasies, and another employee overhears the conversation, that individual cannot complain of sexual harassment because the comment was not directed at him or her.

True False 6. An employee does not have to repeat an act of a sexual nature before it can constitute sexual harassment.

True False 7. A school can be held liable if a teacher or administrator sexually harasses a student.

True False 8. A person cannot complain about sexual discrimination or harassment from persons equal or lower than himself/herself in the organization, because a nonsupervisor cannot threaten a person's career.

True False 9. A employer can be held responsible if a customer, contractor, or other nonemployee sexually harasses an employee.

True False 10. It is all right to hug people as you welcome them to your department if you have a standard practice of greeting new people in this manner.

True False 11. Conduct of a sexual nature must create an intimidating, offensive, and hostile working environment before the conduct can constitute sexual harassment.

True False 12. It is okay for women to engage in conduct of a sexual nature on the job because they cannot offend most men.

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True False 13. A worker can accuse a co-worker of sexual harassment for staring at him or her.

True False 14. The impact of sexual harassment only affects the victims.

True False 15. Women must realize that sometimes sexual harassment just comes with the job and they must learn to tolerate it.

True False 16. Before an individual can complain of sexual harassment or discrimination, he or she must have lost some tangible job benefit.

True False 17. When an individual complains of sexual harassment against a popular individual, he or she must accept the backlash from other employees.

True False 18. Sexual-harassment laws do not control employees' social lives outside the office.

True False 19. It isn't sexual harassment if you don't engage in language or physical conduct of a sexual nature or make actual sexual advances.

True False 20. In order to sexually harass a person, you must engage in conduct of a sexual nature and have the intention of unreasonably interfering with that individual's performance or creating an intimidating, hostile, or offensive environment.

True False 21. The laws on sexual discrimination and harassment protect men as well as women.

True False 22. Most sexual harassment is based on sexual advances.

True False 23. Harassment is more likely to occur in jobs traditionally held by the members of a particular sex.

True False 24. The organization can be held liable for the actions of individual supervisors or employees with regard to sexual harassment.

True False 25. If a person submits to sexual harassment and engages in a sexual act with someone from the office, he or she cannot complain about it afterward.

DO NOT LOOK AT THE ANSWERS UNTIL INSTRUCTED TO DO SO.

EXAMPLES OF SEXUAL HARASSMENT

- *VERBAL: Sexual innuendo, suggestive comments, insults, threats jokes about gender specific traits, or sexual propositions*

- *NON-VERBAL : making suggestive or insulting noises, leering, whistling, or making obscene gestures; and*

- *PHYSICAL: Inappropriate touching, pinching, brushing the body, attempted or actual kissing or fondling, coercing sexual intercourse, or assault*

Examples of verbal " So you're majoring in physical therapy? Gee I'd love to get some physical therapy from you".

"My office hours are very limited, why don't you drop by my house this evening where we can have plenty of privacy and time to get to know each other much better."

Non-verbal: An instructor meets with a student and stares at her breasts.

WHAT SHOULD YOU DO?

1. **Trust your instincts.**

   If the "uh-oh" feeling is triggered, you may want to see if it happens again or check with someone else, but don't ignore it.

2. **Get emotional support.**

   Talk to someone with whom you feel comfortable, a friend or co-worker.

3. **Say "no" clearly and immediately, verbally or in writing.**

4. **Document every incident in detail.**

   Keep a log including date, time, location, and a description of each incident of harassment.

5. **Talk to others.**

   Harassers are often repeat offenders. You may find others have had similar experiences. If so, act together.

6. **Find out how to use your organization's channels for reporting sexual harassment and getting help.**

   Find a sympathetic manager to talk to.

7. **If the problem isn't dealt with satisfactorily, file charges with a state or federal antidiscrimination agency.**

Assertiveness Training Self-Assessment

This questionnaire has four sections. In Part A, you will state what your goals would be in that situation: what would be the best possible outcome from your point of view. In Part B, you will describe the way you would be mostly likely to deal with each situation if it were happening right now. Be specific about what you would say and what you would do. There is no right or wrong answer.

After the class has discussed the common characteristics of different behavior styles, you will decide which behavior style you used in each situation (Part C).

Part D is to be completed at the end of this unit. You will look at each situation again, and describe another way to respond.

Self-Assessment Situations

1. Your partner has agreed to pick up your daughter at 5:00 each afternoon this week; and has been late three times. This means you will have to pay a late fee.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

2. A co-worker keeps giving you all of their work do to. You've decided to put an end to this. They have just asked you to more of their work.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

3. Your parents, who live 30 miles away have just called and said since they are in town, they are coming to visit tonight. You already have plans for the evening that you do not want to break.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

4. You are working on scaffolding with your boss. Every time he walks by you, he brushes against your back. This is making you feel very uncomfortable.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

5. Your friends have just arrived an hour late for dinner at your house. They did not let you know they would be late. You feel annoyed by their lateness.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

6. A co-worker asks you out for a date. You aren't going out with anyone right now, and you don't want to go out with him.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

7. You told the co-worker you didn't want to go with him, but for the last several weeks, he has continued to ask you out. Now he asks, "What's wrong with you?"

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

8. You are having an important conversation with your partner. The phone rings; it's your best friend, who just wants to chat.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

9. It's Friday night, and it's been a long week. You're really tired. You're in a long line at the grocery store with a cart load of groceries. Someone steps in front of you in the line. They have only a few items. They smile and say, "I don't have much; I know you won't mind."

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

10. After you get home from the grocery store, all you want to do is take a hot bath and relax for 20 minutes. Your partner says, "Let's go out and look at that new couch we've been wanting to get."

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

_____

11. A friend has decided to run some errands. She just dropped by your house to see if you would watch her three year old child. You were looking forward to a well-deserved quiet two hours while your own children are in school.

A. My goals in this situation: _____

_____

B. What I would do and say: _____

_____

_____

_____

C. This behavior style is _____.

D. A more assertive way to respond: _____

_____

_____

Definitions

Assertive Behavior is asking for want you want, stating your opinion, or expressing your feelings in direct and honest ways that show respect for yourself and others. Assertion is a way of standing up for your rights, yet not violating the rights of others.

Aggressive Behavior is standing up for your rights, but expressing yourself in a way that violates the rights of others, or shows them no respect. Aggression may include sarcasm, humiliating insults, intimidating or overpowering the other person in order to win or dominate.

Passive Behavior is giving in to other people's requests, demands, or feelings without regard to what you want or how you feel. Passive behavior is based on the belief that other people's feelings, desires, and opinions are more important or correct than yours, or that you will experience negative consequences if you express your feelings, opinions, or desires, or out of a desire to avoid conflict at all costs. Passive behavior is often expressed by silence.

What are the advantages and disadvantages of each style?

Advantages	Disadvantages
Assertive	
increased self-esteem more respect from others more likely to get what you want (but no guarantee) less hostility empowerment	may have to give up old behavior patterns others may resist new behaviors
Aggressive	
more likely to get your way sense of power may cover low confidence	less respect others may agree on surface, but later sabotage the agreement isolation
Passive	
Rarely get direct rejection or hostility avoid confrontation and disagreement keep things smooth on the surface	get walked on, taken advantage of less respect feel resentful may blow up periodically, then feel guilty lower self-esteem increased chances for stress-related illness

Characteristics of Assertive, Aggressive, and Passive Behaviors [2]

	Assertive	Aggressive	Passive
Basic Message	I'm OK/you're OK This is what I think/ feel. This is how I see the situation. I respect myself and you.	I'm OK/you're not ok. This is what I want, you're not important. This is what I think, you're stupid for believing differently. I don't respect you.	I don't count. You can take advantage of me. Your thoughts/feelings are more important that mine. I'm not OK/you're OK.
Goals	Communication & mutuality. To give & get respect, leave room for negotiations & compromise. Win/win.	Dominating & winning, forcing others to lose.	Appease others. Avoid conflict. Try to make everyone like me.
Body Language*	Body turned toward other person, open, comfortable.	Body facing other person, expansive, takes lots of space, may be rigid, tense	Body turned away, pulled in, takes little space.
Voice*	Clear, level, firm	May be loud (not always), sarcastic, put-down tone of voice	Soft, whining, voice rises at end of sentences.
Eyes*	Direct eye contact, but not staring	Stare/glare intimidating	Doesn't hold direct eye contact.
Characteristics	Appropriate emotional honesty, clear, firm, independent. Expresses thoughts, feelings, beliefs in direct, honest, & appropriate ways.	Inappropriate emotional honesty, direct, self-enhancing at expense of other person. Threaten, demand, accuse, blame. Sarcastic. Violates rights of other person.	Emotionally dishonest, indirect, self-denying, inhibited. Lets others take advantage, doormat. Apologetic, puts down self. May blow up if feels pushed too far, then feels guilty.
Your feelings	Confident (can be nervous when learning), self-respecting at the time & later.	Righteous, superior, depreciatory at the time, possibly guilty later.	Hurt or anxious at the time, possibly angry or resentful later.
other person's feelings	feels respected & respects you	feels hurt and humiliated; angry at you.	Pity, irritation, disgust.

*Non-verbal behavior and their meanings vary from culture to culture. When dealing with a person from a different cultural group, do not rely heavily on these behaviors to interpret meaning. For example, Anglo culture values direct eye contact as a sign of honesty; in many Hispanic cultures, direct eye contact may be hostile, while casting the eyes down is a sign of respect.

Behavior Style Recognition Test

For each respond given below, indicate if it is
A - Assertive G - Aggressive or P - Passive

1. A friend has just complimented you on your sweater. It's an old sweater, but you like it. You say:

____ Thanks.
____ What, this old thing?
____ My grandmother gave it to me. I like it, too.

2. You are out with a group of friends, and are deciding where to go for dinner. Someone has suggested a restaurant you hate. You say:

____ You know me, whatever you decide is fine with me.
____ I really don't like that restaurant. How about Julio's?
____ You always pick the restaurants, and you never ask where anyone else want to go.

3. Your partner says, "Ever since you started that new job, things haven't been getting done around the house like they used to. You should be taking better care of your family." You say:

____ Well, things would go a lot better if you stopped watching TV all the time and helped out a little!
____ I suppose you're right. I'll try to do better.
____ You know, I've been thinking about that. I'd like to set up a family meeting to see if we can't figure out a way to pull together and make things work more smoothly around here.

4. Your carpool driver is late for the third time this week. She apologizes profusely and promises it will never happen again. She said that yesterday, too. You say:

____ It's ok. I understand.
____ That's what you said yesterday! You're just too lazy to get your butt out of bed early enough to be on time.
____ If I lose this job, it will be your fault.

5. Your boss promised you'd be the next person he trained on the back hoe. Now you see that he's training the new guy, who just started two weeks ago. You've been there six months. You say:

____ What's the big idea, you training him before me! I'm going to talk to the union about this.
____ (with a calm, level tone of voice) You said I would be the next person you trained. When are you going to train me?
____ nothing.

6. You are applying for a carpenter's job. You've been a carpenter for 7 years. The foreman on the job says, "There's no such thing as a woman carpenter." You say:

____ You know, I've been dealing with assholes like you ever since I started working carpentry. You can take your attitude and put it where the sun doesn't shine!
____ I disagree with you, and so does the union. I'm qualified for this job.
____ (with calm voice) That's a common opinion, but I didn't expect to run into here. I've heard really good things about this company.

7. You have met someone that you really like, and would like to become friends with. You say:

____ I really like you. Can we get together again?
____ Well, I enjoyed meeting you...I suppose you're pretty busy, right?

8. Your teenager is playing music in their room upstairs. The music is so loud you can't hear the television. You:

____ Turn the TV volume up full blast, hoping they'll get the message.
____ Bang on the ceiling, yelling "Turn it down!"
____ You go into their room, and unplug the stereo.

9. You mother wants come for a week long visit. You are very busy with work and classes and the kids, and this isn't a good time. You say:

____ Mom, I love having you visit, but this is a really bad time for me. Next month would be much better.
____ It's really not the best time for me, but I suppose it will be OK.
____ You always think I should drop everything and make my life revolve around you. You never think about anyone except yourself!

10. You want to tell your partner that you really love them. You say:

____ I love you very much.
____ You are very special to me. I'm glad we're together.
____ How was your day?

11. You have been working on a big construction job as an apprentice. The boss just gives you cleaning jobs. The male apprentices with as much experience as you are doing other assignments that give them more experience. You say:

____ To your friends: It's so unfair. He never lets me do anything interesting. He thinks I'm some kind of maid./To the boss you say nothing.
____ To the boss: What do you think I am, your personal maid? Next you be wanting me to get your coffee!
____ I'm willing to do my fair share of the work, including clean up. But that's all I have been doing. I want to be assigned to the other jobs as well.

THOUGHTS THAT CAUSE PROBLEMS

1. Making mistakes is terrible.
2. People should be condemned for their wrong doing.
3. It is terrible when things go wrong.
4. I must depend on others.
5. I can't stand the way others act.
6. I should help everyone who needs it.
7. I must never show any weakness.
8. Strong people don't ask for help.
9. I should be happy all the time.
10. People ought to do what I wish.
11. People shouldn't act the way they do.
12. I should be able to control my kid's (or spouse's) behavior.

POWER WORDS

I

Choose	will
decide	want
think	could
believe	won't
feel	

NONPOWER WORDS

You - They - I

Should	have to
must	makes me
ought to	can't

7/85/CC

Assertiveness Journal

Situation and Date	Physical Symptoms and/or Body Clues	My Behavior	How I Felt	What I would have liked to have done	Why I didn't do what I wanted to do

Assertiveness Inventory

People do not act the same way in every situation. They may feel perfectly comfortable behaving assertively in one situation, but not in another. On the lists below, check column A if you have difficulty behaving assertively in that situation. If you checked A, put a number in column B to indicate the degree of discomfort:

1 - mildly uncomfortable
2 - moderately uncomfortable
3 - very uncomfortable
4 - very threatening situation

A	B	People With Whom You are Non-Assertive
___	___	Strangers
___	___	Male friends
___	___	Female friends
___	___	Dates
___	___	My Mother
___	___	My Father
___	___	Spouse/partner
___	___	Boss
___	___	Doctor
___	___	Teacher
___	___	Police Officer
___	___	Case worker
___	___	Other authority figure (who?_____)
___	___	Children
___	___	people of other races, ethnic, or class backgrounds (List:_____)
___	___	co-workers
___	___	groups of people
___	___	sales people
___	___	waiters/waitresses

A	B	When Do You Behave Non-Assertively?	_____
___	___	Asking spouse/partner for help at home	
___	___	Asking children for help at home	
___	___	Asking friends for a favor	
___	___	Asking a stranger for directions	
___	___	Asking a boss or authority figure for help	
___	___	Asking for help at work	
___	___	Expressing positive feelings	
___	___	Receiving positive feelings	
___	___	Expressing negative feelings	
___	___	Receiving negative feelings	
___	___	When you feel angry	
___	___	When someone is angry at you	
___	___	Dealing with your mistakes	
___	___	Dealing with other's mistakes	
___	___	Your accomplishments	
___	___	Initiating sex	
___	___	Refusing sex	
___	___	Asking for what you want in sex	
___	___	Asking for attention from spouse/partner	
___	___	Disagreeing with your spouse/partner	
___	___	Disagreeing with your parents	
___	___	Disagreeing with an authority figure	
___	___	Asking for service	
___	___	Asking questions in a class	
___	___	Speaking in a group	
___	___	Returning a defective item to the store	

A	B	When Do You Behave Non-Assertively?
___	___	Refusing sales pressure
___	___	Turning off a talkative friend
___	___	Refusing a reasonable request
___	___	Asking for a loan from a friend
___	___	Asking for a loan from the bank
___	___	Asking for a raise
___	___	Responding to undeserved criticism about your work
___	___	Responding to other undeserved criticism (personal)
___	___	Responding to deserved criticism about your work
___	___	Responding to other deserved criticism (personal)
___	___	Dealing with attempts to make you feel guilty
___	___	Asking for something you need
___	___	Asking for something your child needs

List one or two areas that you want to work on during this unit:

I want to practice being assertive in these areas:

1. _____

2. _____

ELECTRONICS IS OUR FUTURE
Final Evaluation

Date:_____

1. What are your feelings about the program as a whole?

2. Evaluate these components of the program:

Career Challenge & Ropes Course

Excellent Good Fair Poor

_____ ____ ____ ____

Too much Good Amount Not Enough

_____ _____ _____

Self & Career Development

Excellent Good Fair Poor

_____ ____ ____ ____

Too much Good Amount Not Enough

_____ _____ _____

Pre-technical

Excellent Good Fair Poor

_____ ____ ____ ____

Too much Good Amount Not Enough

_____ _____ _____

Final Action Plan

Excellent Good Fair Poor

_____ ____ ____ ____

Too much Good Amount Not Enough

_____ _____ _____

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ELECTRONICS IS OUR FUTURE
Final Evaluation

3. How has *Electronics Is Our Future* compared to your expectations of what you would be doing?

4. What are the most important things you are getting out of being in this program to date?

   Next most important:

5. What are the hardest things for you in this program?
   Hardest?

   Next Hardest?

6. What aspect of the program was least beneficial to you?

   What did you do to improve or change this situation?

7. How have you changed as a result of this program?

8. What steps did you take to change things in your life while in *Electronics is Our Future*?

ELECTRONICS IS OUR FUTURE
Final Evaluation

9. Would you recommend *Electronics Is Our Future* to others?
Yes_____ No_____ Why?

10. Suggestions for future programs (please be specific):

11. Below is a list of goals that participants may have achieved through this program. Check each one in terms of what you feel you achieved.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I learned more about jobs that have been closed to women in the past.	____	____	_____	_____	_____
I feel more confident working with tools and machines.	____	____	_____	_____	_____
I have a clearer idea of the jobs that will be interesting and satisfying to me.	____	____	_____	_____	_____
I feel more confident about my ability to get a job in the field of my choice.	____	____	_____	_____	_____
I feel more confident about my ability to keep an electronics job.	____	____	_____	_____	_____
I have gained knowledge and skills that will help me in the future regardless of the job I will be doing.	____	____	_____	_____	_____
I have gained more confidence in myself as a person.	____	____	_____	_____	_____
I feel better prepared to deal with biases against women in non-traditional fields sexual harassment, etc.	____	____	_____	_____	_____
I am more comfortable with risk taking.	____	____	_____	_____	_____

Exercise D2

HOW TO GET CONTROL OF YOUR LIFE

Time and Life Are Inseparable
If you're wasting your time, you're wasting you're life.

1. What are your lifetime goals?

2. How would you like to spend the next five years?

3. How would you live if you knew that six months from now you would be struck dead by lightening?

Adapted from How To Get Control of Your Life, Alan Lakein, Wyden Inc., 1973.

Handout D3

PLANNING YOUR FUTURE

WE OUGHT TO BE INTERESTED IN THE FUTURE,
FOR THAT IS WHERE WE ARE GOING TO SPEND THE REST OF OUR LIVES.

* If you want something to happen, make a space for it in your life. Instead of being passive, be an active agent in your future.

** Your planning should cover different time spans: one hour, one week, one year, five years, ten years.

*** Plan for gradual changes, not spectacular leaps. The only kind of planning you have direct control over are the modest little goals. The trick is to pile these smaller goals in a way that increases your chances of reaching the long range goals you really care about.

**** To plan, you must have information. Use resource people. To plan education, you must know something about educational options. To plan for a job, you must know about occupational options and job requirements.

***** When you are planning your future, you should plan it in a way that will give you some options, some choices - especially if you are not really sure what you want to do.

1. SETTING A GOAL
   What do I want to do?

2. USE CREATIVE PROBLEM SOLVING
   To gather information, explore alternatives and set a goal.

3. HAVING A GOAL
   This is what I want to do, but how do I get there?

4. USE CREATIVE PROBLEM SOLFING
   To identify barriers to a goal and steps that can be taken to form a plan to reach a goal.

5. REACHING A GOAL
   My plan to reach my goal.

THE CREATIVE PROBLEM SOLVING PROCESS

1. Identify the Problem
2. Gather Information
   a. Relevant Facts
   b. Personal Opinions and Feelings
3. Generate Possible Courses of Action
4. Compare Alternatives
   a. Advantages
   b. Disadvantages
5. Choose One Alternative
6. Evaluate

Developed by M. H. Jones, 1982

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Handout D5

REACHING A GOAL - HOW DO I GET THERE?

SOME STRATEGIES TO HELP YOU REACH YOUR GOAL:

1

Use the resources, books, people, and places that could give you more information to help you make a decision.

2

Write down all the steps necessary to reach your goal in the order in which they should be taken. Decide when you would want to, or would be able to take each step.

3

At the top of a sheet of paper, write some action you would like to take or decision you would like to make. Draw a line down the middle of the page. On one side of the line, write down all the barriers which that you perceive or that are real - both within and ouside yourself - which seem to be keeping you from acting. On the other side of the line, list alternatives you could take which might help remove or reduce each of the barriers. Evaluate the alternatives. Choose the best ones to explore further.

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Developed by M. H. Jones, 1982.

Guidelines for Goal Setting

The goal setting process can be valuable if the goals are meaningful and realizable. Effective goals - those that are meaningful and realizable - can be set by following certain guidelines. As you prepare to establish goals for yourself, make sure that they are:

- **Conceivable** -- Can you visualize the goal and identify clearly what the first step will be.

- **Believable** -- Is your goal consistent with your personal value system and/or family and community culture? Do you believe that you can achieve this goal?

- **Achievable** -- Is the goal something that you can accomplish? Do your strengths and abilities support your goal? Are you depending on other people or outside resources to support your efforts? If so, is that realistic?

- **Desirable** -- Is your goal something that you really want to do, rather than something you feel you should do? You will be highly motivated to accomplish something that you want to do, and the achievement will be genuinely rewarding.

- **Growth facilitating** -- How will you benefit from achieving your goal? In what ways will this achievement lead to personal growth and/or positive change?

- **Stated with no alternative** -- Do you have one goal established, or are you considering some alternatives? It is more effective to start with a single goal. If you need to change it as you go along, start again with a clearly stated single goal.

- **Measurable** -- Is your goal stated so that it is measurable in time and quantity? For example, suppose your goal is to walk three miles four times a week. This is measurable. At the end of a week you will know if you have accomplished this goal. You will also know if and how you need to revise the goal.

Goal setting can be done in pairs, small teams, and in a group setting. Sharing goals with another person or persons and giving and receiving feedback is a constructive way to evaluate goals.

From: **Islands of Healing**, by J. Schoel, D. Prouty, P. Radcliffe. Hamilton, MA: Project Adventure, 1988.

Goals can make career more than 'just a job'

By Niki Scott

"You talk about job satisfaction and getting ahead. You talk about our futures. But what about jobs that have no future?

"Most women don't have careers — they have boring jobs which offer nothing but a paycheck, and that is being gobbled up by inflation," a woman wrote from Pittsburgh where, at 30, she has just completed her eighth year as a telephone operator.

"I hate my job. It's dull and boring, and they treat me like a 10-year-old. I don't have to worry about my future. It's going to be just like the present — an operator is an operator.

"I'm a machine. I'm allowed to function. If the machine slows down, I'll be out of a job, unless the recession gets me first. But no matter how well this machine functions, I'm still not going to be president of the company."

She has a point.

Most working women have routine jobs. We look forward to weekends, not promotions. We put in our time, collect our pay and try to forget the office as soon as we leave it.

Most men do, too.

And it's true that this Pittsburgh operator probably won't be president of the company, no matter how well she handles her job.

Working woman

But with a few management courses, she might become a supervisor; she does have seniority and says she likes working with people. Or she might look for another department within the company that would interest her more, perhaps its training or personnel office.

On the other hand, she might take her skill and experience and good record to another company, for a better salary and a chance of advancement, as well.

The point is this: Having a career simply means forming concrete goals, then working toward them. And any working person can do that.

If you have to work for a living anyway (and most of us do) and you're not happy where you are, why not aim for a job that will pay more and be more interesting? If you are going to have to work, why not do what you like to do?

The difference between pursuing a career and having a job is not a matter of title, or how much one earns, or how interesting one's job is.

Rather, it is the difference between putting in time and working toward a concrete goal — becoming more skillful, meeting new challenges or moving just one step up.

If you see yourself as a machine, the boss probably will too. And you'll still have to spend 40 hours a week in a job that bores you.

Scott is author of two books about working women — "The Balancing Act" and "The Working Woman." □

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Handout D7

Analyzing Priorities

*Rank the following from 1-5. 1 is not important...and 5 is extremely important.

	How Important Is This Area to Me	What Amount of Attention Or Time Is Devoted To This Area	How Successful Or Satisfied Do I Feel In This
1. Your employment: career, job worries, work done at home, deadlines met...			
2. Your partner: time with, think about, talk to...			
3. Your children: care giving duties, help with homework, spend time with, read to...			
4. Yourself: maintain your hobbies and interests. Reading, friendships...			
5. The house: housework, maintenance...			

* Look at your rankings and consider:
  - Are you devoiting time and attention to an area that is relatively unimportant to you?
  - Are you failing to succeed in an important life area or role?
  - Are you getting little success out of a little effort?

227

351

228

Material drawn from: The Two-Career Couple - Francine and Douglas Hall, Addison-Wesley, 1979.

Handout D8

GOAL SETTING CONTRACT

GOAL: What do I want?

_____

_____

_____

* Clarification - how will I know when I accomplish/attain my goal?

_____

_____

_____

ACTION PLAN: Write in specific actions, days and times.

1) Today: _____

_____

_____

_____

2) This Week: _____

_____

_____

_____

3) This month: _____

_____

_____

_____

_____

_____

OBSTACLES: How do I sabotage myself? What do I allow to get in my way?

_____

_____

_____

_____

REWARD: What do I get? How will I celebrate my success?

_____

_____

_____

_____

ALTERNATIVE: What will I do if I don't carry out my contract?

_____

_____

_____

_____

Completion date: _____

_____ _____

Today's date My Signature

_____

Witness

230

ELECTRONICS IS OUR FUTURE
Final Evaluation

Date:_____

1. What are your feelings about the program as a whole?

2. Evaluate these components of the program:

	Excellent	**Good**	**Fair**	**Poor**
Career Challenge & Ropes Course	_____	____	____	____
	Too much	**Good Amount**	**Not Enough**	
	_____	_____	_____	
Self & Career Development	**Excellent**	**Good**	**Fair**	**Poor**
	_____	____	____	____
	Too much	**Good Amount**	**Not Enough**	
	_____	_____	_____	
Pre-technical	**Excellent**	**Good**	**Fair**	**Poor**
	_____	____	____	____
	Too much	**Good Amount**	**Not Enough**	
	_____	_____	_____	
Final Action Plan	**Excellent**	**Good**	**Fair**	**Poor**
	_____	____	____	____
	Too much	**Good Amount**	**Not Enough**	
	_____	_____	_____	

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ELECTRONICS IS OUR FUTURE
Final Evaluation

3. How has *Electronics Is Our Future* compared to your expectations of what you would be doing?

4. What are the most important things you are getting out of being in this program to date?

   Next most important:

5. What are the hardest things for you in this program?
   Hardest?

   Next Hardest?

6. What aspect of the program was least beneficial to you?

   What did you do to improve or change this situation?

7. How have you changed as a result of this program?

8. What steps did you take to change things in your life while in *Electronics is Our Future*?

ELECTRONICS IS OUR FUTURE
Final Evaluation

9. Would you recommend *Electronics Is Our Future* to others?
Yes_____ No_____ Why?

10. Suggestions for future programs (please be specific):

11. Below is a list of goals that participants may have achieved through this program. Check each one in terms of what you feel you achieved.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I learned more about jobs that have been closed to women in the past.	____	____	_____	_____	_____
I feel more confident working with tools and machines.	____	____	_____	_____	_____
I have a clearer idea of the jobs that will be interesting and satisfying to me.	____	____	_____	_____	_____
I feel more confident about my ability to get a job in the field of my choice.	____	____	_____	_____	_____
I feel more confident about my ability to keep an electronics job.	____	____	_____	_____	_____
I have gained knowledge and skills that will help me in the future regardless of the job I will be doing.	____	____	_____	_____	_____
I have gained more confidence in myself as a person.	____	____	_____	_____	_____
I feel better prepared to deal with biases against women in non-traditional fields sexual harassment, etc.	____	____	_____	_____	_____
I am more comfortable with risk taking.	____	____	_____	_____	_____